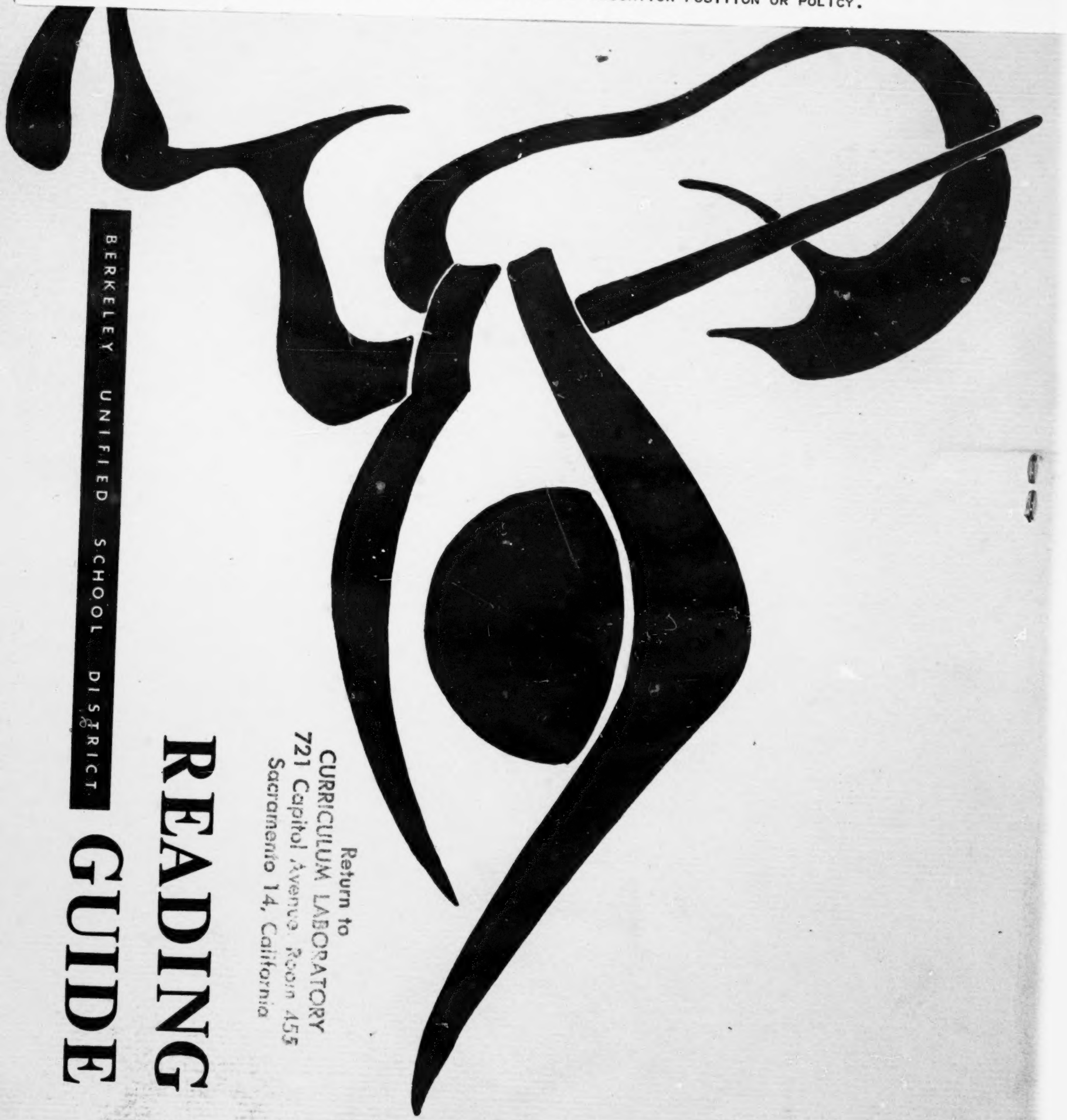


ERIC Document Resume		See Instruction Sheet		DATE OF RESUME		DATE RECEIVED													
A. PUBLICATION DATA																			
1. ERIC NUMBER ED001745		2. ORIGINATOR CONTROL NO(S). N.A.		3. IDENTIFICATION NO. N.A.		DO NOT WRITE IN SPACE BELOW													
4. AUTHOR(S): Berkeley Unified School District				MICROFILM COPY AVAILABLE YES ☒ NO ☐															
5. TITLE OF DOCUMENT ABSTRACTED: Elementary Reading Guide				COPYRIGHT GRANTED YES ☐ NO ☒															
6. PUBLICATION TITLE: N.A.				COPYRIGHT RELEASE FILED YES ☐ NO ☐															
7. EDITOR(S): N.A.		8. PLACE OF ORIGIN Berkeley Unified School District ORG. Berkeley 9, ST. California CITY, STATE		TYPE OF REPORT PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐		OTHER ERIC REFERENCES:													
9. PUBLISHER OR SOURCE Berkeley Unified School District, 1414 Walnut Street Berkeley 9, California																			
10. VOL. N.A.	11. PAGES N.A.	12. MO./YR. 1963	13. TOTAL PP. 93	TELE. INST/LOC CODE	EXT.	ERIC SATELLITE CODE													
C. INDEXING DATA																			
14. SUBJECT AREA				15. TYPE OF ENDEAVOR teacher's guide															
16. INDEXING TERMS (6-12)				<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td>teacher's guide</td> <td>appreciation of literature</td> <td>word identification</td> </tr> <tr> <td>developmental reading</td> <td>school library</td> <td>book lists</td> </tr> <tr> <td>remedial reading</td> <td>creative reading</td> <td>elementary school</td> </tr> <tr> <td></td> <td>reading skills</td> <td>literature</td> </tr> </table>				teacher's guide	appreciation of literature	word identification	developmental reading	school library	book lists	remedial reading	creative reading	elementary school		reading skills	literature
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remedial reading	creative reading	elementary school																	
	reading skills	literature																	
17. ABSTRACT (MAX. 250 WORDS)																			
Children should be assisted to read at the following levels; 1) word identification, 2) casual skimming, 3) reading for exact, literal meaning, and 4) creative reading for implied and inferred meanings, appreciative reactions, and critical evaluations. The guide is to be used as one of the tools for teachers in an effective program of reading instruction as part of an integrated and flexible approach to a total language arts program. The developmental reading program includes the kindergarten program, grouping for reading, lesson planning, and the use of the Science Research Associates, Inc. (SRA) reading laboratories. Skills to be taught are comprehension, word recognition, oral reading, creative reading, and the extension of reading skills with dictionaries, encyclopedias, and the "art of research." The remedial reading section gives criteria for the selection of pupils, the symptoms and suggested corrections of reading disabilities in the primary grades, a sequence of fundamental word analysis skills, and informal tests of word attack skills and reading ability. A list of high-interest, low vocabulary books is also given. The appendices contain a vocabulary comparison of the three basic reading series, possible weekly programs, a record of SRA reading laboratories and reading levels completed, a skill development chart, lists of suggested materials, and library skills by grade.																			
ERIC No.	18. SOURCE OF ABSTRACT																		
	C. FUNDING DATA																		
	19. SUPPORTING ORGANIZATION			20. DIVISION OR DEPT.		21. CONTRACT NO.													
				22. TOTAL COST OF PROJECT		PROJECT NO.													
			23. DURATION OR PROJECT		U.S. Department of Health, Education, and Welfare Office of Education														

ED001745 1-5 1968

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BERKELEY UNIFIED SCHOOL DISTRICT
**READING
GUIDE**

ELEMENTARY READING GUIDE

BERKELEY UNIFIED SCHOOL DISTRICT

1414 Walnut Street

Berkeley 9, California

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1963

FOREWORD

THE NEED FOR CREATIVE TEACHING

The major object of modern education is to develop well-informed and intelligently active citizens. To be an effective citizen today, one must be more widely informed than in any previous era of history. Today we are confronted with tremendous economic and social problems in every area of human concern -- physical and mental health; social, economic, and political life; an explosion of new technological developments, ideas, and problems in science and industry; mass communication with its potential for both good and evil; intercultural and social relations; and international interdependence. In most of these areas the important things to be learned are not simple, obvious facts but complex principles and ideas. This need to learn more in increasingly numerous and varied fields has brought with it the demand that both children and adults learn to read more effectively, with greater speed, and with greater critical analysis of content than in any previous time in the history of our nation.

However, learning to read is a difficult, complicated, time-consuming task, calling for the development of many abilities and the mastery of many skills. Use of effective methods of teaching reading requires an understanding of the intricacies of the reading process and knowledge of the skills that are involved in effective reading. It requires a knowledge of child growth and development; a sensitivity to the physical, emotional, social, and intellectual needs of individual children; a knowledge of a wide variety of materials and techniques; and the personal flexibility and creativeness to adapt these materials and techniques to meet specific instructional needs.

LEVELS OF READING

At one time, reading was considered an end in itself. Emphasis was placed upon word recognition alone, with the thought that if the child could sound out the word, he could understand and apply it. However, today we recognize that reading is only a means to the end, that in the process of teaching children to read, we must assist them to utilize this powerful tool to make better use of their critical thinking powers. To this end, children must be assisted to read at the following levels:

1. Word identification
2. Casual skimming
3. Reading for exact, literal meanings
4. Creative reading for
 - a. Implied and inferred meanings
 - b. Appreciative reactions
 - c. Critical evaluations¹

At the first level, the reader is concerned with getting the word correct through the utilization of word analysis skills. At the second level, he is snatching at meanings or acquiring a vague impression. At the third level, there is a conscious effort to get the main idea. However, it is at the fourth level that reflective or interpretive or creative reading occurs. Teachers at all grade levels should assist children to utilize their reading ability to function effectively at this level.

¹ David H. Russell, Children Learn to Read (Boston: Ginn and Company, 1961), pp. 455-458.

THE USE OF THIS GUIDE

This guide has been developed to be used as only one of the tools to assist teachers in achieving an effective program in the area of reading instruction. In utilizing the contents of this publication, the following factors should be kept in mind:

An Integrated Approach

Although the contents of this guide are in outline form which would suggest a fragmented approach to instruction, this format has been followed only for the purpose of providing easy reference to specific areas. Reading is only one aspect of a total language arts program, and as such should be integrated into an effective, well-planned instructional program, which includes both oral and written expression: listening, writing, speaking, as well as reading. Instruction should be a cooperative effort with all available resources being utilized to effect a complete program.

A Flexible Approach

Although this guide presents specific suggestions for materials and techniques, it is not intended to restrict the creative use of new materials or the application of new ideas and techniques. Effectiveness in teaching is based on meeting individual needs of children. Teachers should feel free to analyze carefully new materials as they become available and to apply materials and techniques creatively to the instructional needs of their pupils.

ACKNOWLEDGMENTS

The development of this guide has been a process of committee and individual effort extending over a period of more than two years. Committees of teachers, representing all grade levels and all schools, have reviewed materials, tested specific materials and techniques in classroom situations, and cooperatively developed proposals and policies. During the 1962-63 school year, the entire elementary staff participated in critically reacting to, and determining basic policies. This final edition has been critically reviewed by individual teachers and administrators, representing all grade levels and all schools.

Particular credit for the development of this guide must be given to the following individuals who gave unstintingly of their time, effort, and abilities in the development of both specific and general areas of content. Mrs. Billie Woolworth, Mrs. Jeanne Holmquist, Mrs. Alice Zollinger, Mr. Russell Saunders, Miss Ruth Gormley, and Mr. Roy Takeuchi. The artistic and graphic format is due to the creative ability of Miss Jeanne Palmer. Production of the publication itself is due to the efforts of Mr. Lyndon Vivrette and his staff. The editorial and clerical presentation of material is due to the efforts of Mrs. Ruth Wasley. And finally, special credit is due to Mrs. Alice Zollinger for the organization and administration of the development of this publication.

John A. McCollum
Director
Elementary Education

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THE DEVELOPMENTAL

READING PROGRAM



THE DEVELOPMENTAL READING PROGRAM

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I. STATEMENT OF POLICY

The Berkeley Unified School District seeks to provide for all children a developmental reading program which places a balanced emphasis upon: (1) word attack skills; (2) comprehension and study skills; (3) oral reading and silent reading; (4) critical reading; (5) appreciation and understanding of literature.

This developmental program is built upon three essential teacher directed activities: (1) organized group and individual instruction in reading within the classroom; (2) personal and extended recreational reading designed to develop the habit of reading and; (3) instruction in reading related to specific content areas, such as arithmetic, social studies and science.

II. A TRI-BASAL PROGRAM

Three reading series have been adopted as the Basic Developmental Reading Program: (1) Allyn and Bacon Readers; (2) Ginn Readers; (3) Scott, Foresman Readers (see Appendix A - Elementary Reading Record, page 43).

The Teachers Editions of all the basic and supplementary series provide specific daily guidance for planning and executing a developmental program. They should be used constantly for ideas and suggestions, but should not limit the creative ability of the teacher. Supplementary materials and techniques should be used in meeting the instructional needs of individual children.

Examination of the three Basic Series shows that there are few significant differences in the organization and treatment of skills at each grade level. Therefore, having a pupil follow through one series from grade to grade above the primer level is not of prime importance. Having new reading materials, developing interest and motivation in pupils by using a variety of teaching techniques, and teacher understanding of pupils may be far more fundamental. (See Appendix B - Vocabulary Comparison of the Three Basic Reading Series, page 44).

Additional reading material to be used in the classroom shall include: (1) state literature texts; (2) supplementary readers; (3) library books; (4) additional children's classics at the fourth, fifth, sixth grade levels; (5) materials for the content areas of the instructional program; (6) related reading materials such as charts, worksheets, workbooks and reference materials.

Bibliographies of correlated readings suggested in the State Series have been compiled by the Library Center staff. These bibliographies are organized by grade level. Two copies for each reading level have been placed in every elementary school for teacher reference.

III. READINESS FOR READING

Readiness denotes a concept that applies when any new learning is undertaken. It implies abilities equal to the demand of the specific situation. Some of the factors which contribute to a child's readiness for reading are:

1. Good physical condition, normal vitality and energy, and the alertness that accompanies good health
2. Ability to see likenesses and differences in objects, to focus on the printed symbols, and to distinguish between "o" and "a", "b" and "d",
3. Ability to hear likenesses and differences, to hear words that sound alike as rhyming words, to hear that some words begin with the same sound, and to hear the differences in such words as "an" and "and", "then" and "them",
4. Ability in language skills to speak plainly and in complete sentences, to know the meanings of and to be able to use many common words, and to retell a story or relate a personal experience with a high degree of accuracy
5. A wide background of experiences and opportunities to talk about them so that what is read will be understood and have meaning
6. Sufficient social and emotional maturation to live and work with others
7. A feeling of security resulting from a home and classroom environment free of tensions and pressures
8. A desire to read

IV. THE KINDERGARTEN PROGRAM

One major purpose of the kindergarten program is to provide a rich experience in language development and meaningful reading readiness closely related to the maturity level of

each individual child. This can be accomplished best at the kindergarten level through a flexible and relatively informal program rather than through a highly structured plan which utilizes formal reading procedures and materials ordinarily found at the first grade level.

The essence of a creative kindergarten, which is geared to the needs of five year old children, is a busy, active program. Provisions are made for exploring, experimenting, sampling of varieties of experiences, and learning within peer groups. In addition, the child acquires social aspects of living, including self-control and self-direction, within the framework of a relaxed and happy atmosphere. The special atmosphere of kindergarten provides the golden opportunity to be creative, to develop a growing awareness of the fascinating world of nature, to adjust to a more formalized school environment, and to develop the many skills necessary for a smooth adjustment to the first grade.

The entire kindergarten program may well be identified as a period of rich living and learning in the present as a basis for tomorrow's experiences. The child's exposure to books, stories, music, art, and science help to make him aware of the wonderful, exciting world in which he lives.

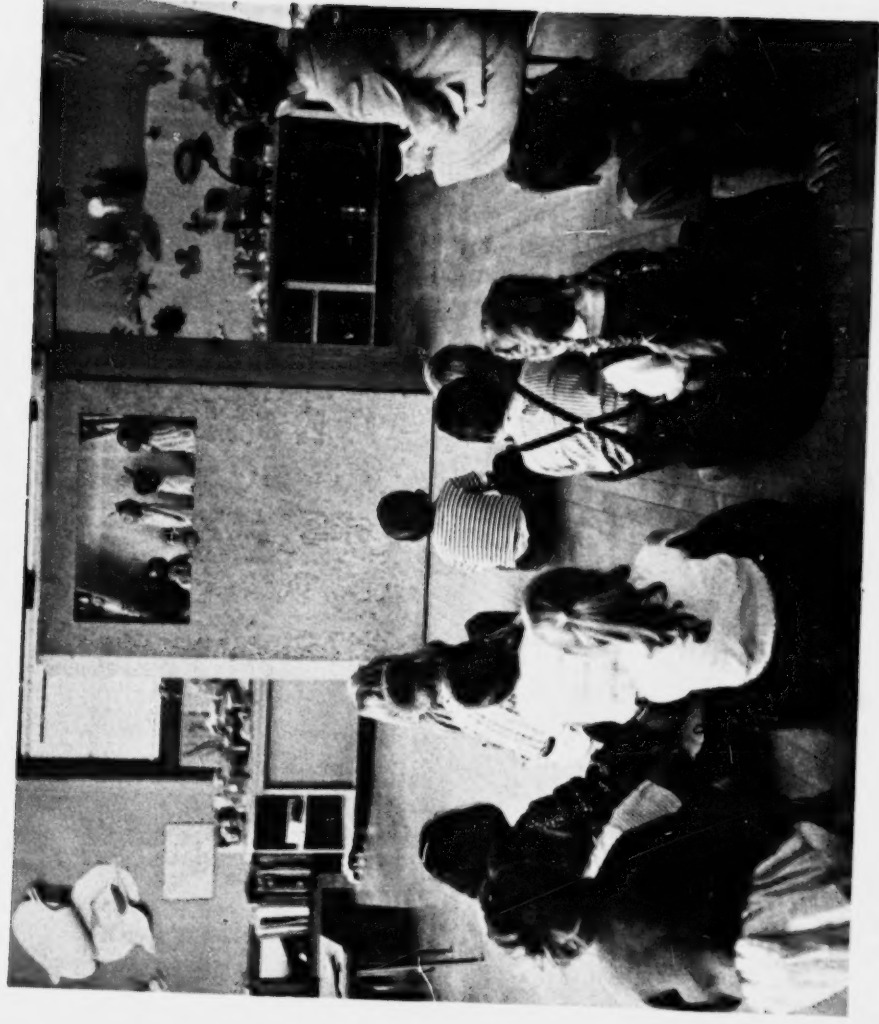
In the reading readiness program at the kindergarten level the child needs to:

1. Learn to look at things critically
2. Observe details and communicate what he observes
3. Know how to listen and talk to others
4. Learn how to relate a story with accuracy of detail and sequence
5. Learn particular language patterns which are more effective than others
6. Realize that words as well as pictures tell a story

This can be accomplished by the teacher recording the child's own creative stories on charts, recording his observations and critical thinking in a letter to his parents, or evaluating the day's activities in a class discussion. Every effort is made to increase language, vocabulary, auditory and visual perception and to broaden concepts in relation to the maturity

of the child. Activities which implement these objectives are set forth in The Kindergarten Guide and a number of other supplementary sources.

In Berkeley there is a wide variance in the background of experiences, intellectual, social, emotional, and physical maturity of individual children. Consequently, the program must of necessity be flexible in nature with the specific content largely determined by the individual teacher and principal working together to provide the most appropriate learning opportunities for each child.



V. GROUPING FOR READING

A caste system in reading should be avoided. Grouping should be temporary and flexible. A teacher should not depend on last year's grouping of pupils. Summer reading loss, wide out-of-school summer reading, or attendance at summer reading schools will necessitate another look at children's grouping needs, regardless of the group they were in last year.

A. PRIMARY AND UPPER GRADE TIME PROVISIONS

Beginning at the first grade level and extending through the third grade, approximately half of the children, grouped according to their ability and achievement, attend school from 8:50 until 2:00 o'clock, receiving their reading instruction from 8:50 to 9:50. The remaining half of the class attends school from 10:00 until 3:10 and receives its reading instruction from 2:10 to 3:10.

In the fourth, fifth, and sixth grades, although the class is not divided, the procedure of grouping children for instruction is continued on the basis of pupil achievement. One or more groups may be working in content either below or above grade-level, depending upon the ability of the children. (See Appendixes C and D - Possible Weekly Programs, pages 45 and 46.)

B. VARYING RATES OF PROGRESS

Reading levels and a developmental sequence have been carefully established. Ordinarily, a pupil does not omit a reading level. However, the speed of progress through this developmental sequence will vary in accordance with the ability of the child. It is possible that a child might achieve unusual progress by use of supplementary materials or activities such as the S.R.A. Reading Laboratory, or remedial reading instruction. In such cases, pupils may be placed at a higher level at the discretion of the teacher and the principal.

It is a basic policy of the Berkeley Unified School District that pupils progress in reading skills at a rate commensurate with their ability and achievement. Therefore, it is obvious that there will be some pupils of limited ability who will be using Basic Texts of a lower grade level. It is equally true that in many classes there will also be accelerated groups and that Basic Texts of a high grade level should be used to

challenge these pupils and insure maximum growth. However, maximum use of enrichment materials should be made before the child is moved to a higher level.

C. EVALUATION OF READING DEVELOPMENT

At the beginning of each school year, teachers are faced with the problem of selecting an appropriate basic reader for each reading group. It is essential that this basic reading be new material to insure high interest and motivation. The developmental reader previously read should never be repeated. Summer gains, or losses, in reading ability should be carefully evaluated through the administration of diagnostic reading tests and through the observation of silent and oral reading abilities of each child. Basal reading materials should be selected on the basis of this evaluation. For example:

Pupil A in the second grade appears to be reading materials which are too easy for instructional purposes. His reading record shows he finished 2-2 level in June. In September, 3-1 materials are not sufficiently challenging. The administration of the 3-1 level reading test accompanying the basal reader results in Pupil A scoring above average on all sub-tests. This pupil should probably be given more difficult materials.

Pupil B, also in the second grade, has progressed through page 67 of On Cherry Street, first reader, during the previous year. Evaluation of his achievement shows he is missing more than five words per page in 1-2 level materials, reading orally with poor fluency, and comprehending less than 75% of what he read. Further investigation reveals he has done little summer reading before beginning to read in level 1-2 materials. The selection of primer level materials of another series should result in improved word accuracy, fluency, comprehension, and interest.

A WORD OF CAUTION

Caution should be exercised in utilizing the score from a nationally standardized achievement test for the selection of basic reading materials. This score is a frustration level score and does not indicate the instructional reading level of the child.

Whichever series is used, care must be taken to progress at a rate commensurate with the ability of the children.

Making more titles available does not mean that children should be pressured through several reading series. Enjoyment of reading, establishment of good reading habits, and a basic knowledge of skills are the goals, rather than the number of books "covered."

The continuous appraisal of growth and problem areas is an integral part of the teaching process. This appraisal, supplemented with specific testing of pupils' skills and achievement, should form the basis of diagnosis, re-teaching, and selection of reading materials.

1. If the reading level or material seems too easy or not challenging and the teacher feels the pupil would benefit by being placed in a higher level, he may administer the achievement test of the easier level or the readiness test for the next level. For example, 3-1 level seems too easy. Give the achievement test for that level, or the fourth grade Readiness Test.
2. After administering tests, the teacher should be sure the scores and profile are recorded. This gives an indication of strengths and weaknesses, of skills to be retaught or reviewed, or skills well learned that need less emphasis.

Reading tests are not infallible. Teacher judgment should also be considered.

The achievement tests of the Ginn, and the Scott, Foresman series and the readiness tests of Ginn shall be available at each school. The results of these tests shall be recorded on each "Pupil's Reading Record." The "Activity Book" pages of the Allyn and Bacon diagnostic tests should be removed from the Activity Book and kept in the child's cumulative file.

VI. LESSON PLANNING

Teacher preparation is a necessary part of each lesson. Teachers should consult the teacher's manual which accompanies the text in order to make specific plans. In general, however, they will plan their work around such headings as:

Preparation for Reading - to give motivation for reading

Silent Reading - to read for a definite purpose

Discussion - to evaluate the purposes of reading

- Oral Reading - to read the parts that are essential to the purposes

Evaluation - to review and appraise accomplishments together

Word Attack Skills - to develop independence with the rapidly increasing vocabulary

Related Activities - to enrich class experiences and use the skills learned

For a more detailed discussion of planning, see Appendixes C and D - Suggested Weekly Program, pages 45 and 46.

Unit Plans for a series of stories of a section of a basic reader may prove helpful. Appendix E is a unit outline which may help in organizing a plan for a week to two weeks of reading instruction. (See Appendix E, page 47.)

VII. READING RECORDS

A record of the reading texts used at each level with each pupil shall be kept on a standard form. This record shall show the basic, supplementary, and literature texts which the pupil has read, as well as results of related tests.

(The special reading record for the SRA laboratories, which indicates lab number and color levels completed, should be attached to the "Reading Record" of pupils using this material). A carefully compiled and maintained "Reading Record" gives essential information which is used for grouping the pupil, selecting reading material, showing pattern of growth, and reporting to parents (see Appendix A - Elementary Reading Record, page 43).

VIII. SRA READING LABORATORIES

The SRA READING LABORATORIES are among numerous excellent supplementary reading materials available to the classroom teachers in Berkeley. The Laboratories are recommended for classes with average to above average ranges in achievement, and they have also proven to be an excellent teaching tool in corrective reading classes where underachievement is partial or general.

The accessibility of the Labs varies from school to school, as allocation of monies for the Labs varies. Teachers desiring to use the Labs are requested to consult first with their principals. A teacher who is unfamiliar with SRA Labs can misuse them to the detriment of a total reading program. Therefore, the remedial reading teacher assigned to each school is available to assist in the use of the Labs, and classroom teachers unfamiliar with the Labs are required to consult with the remedial reading teacher about details of implementing the program.

Description of the SRA READING LABORATORIES

The SRA READING LABORATORIES represent a "multi-level" program of developmental, individualized reading instruction. Each SRA READING LABORATORY provides the following:

1. "A sufficient number of materials in a wide range of reading and skill levels to meet the individual differences found in average heterogeneous classrooms.
2. "Materials that have been ranked on a continuum of difficulty from "easy" to "hard" according to existing knowledge of the basic skills that make up the total skill of reading.
3. "Self-correcting keys and progress charts that enable each student to get immediate and long-range feedback and to experience forward movement - a continual evaluation of reading behavior and progress that will be useful to the student himself, the teacher, the supervisor or administrator, and the parents.
4. "Multi-level learning materials that constitute a unified and individualized program that can be presented throughout the grades. Such materials may open the way to new achievement levels since the extent to which a student may gain in reading skill and comprehension has not yet been determined."

To assure continuity in the use of various Labs from year to year, a simple procedure is to be followed by all teachers using the Labs.

¹ "Facts You Should Know About SRA Reading Laboratories," Science Research Associations, Inc., Chicago, Ill., 1960.

After a pupil has completed work in a Lab, teachers are requested to record the Lab number and color levels read on the form (see Appendix F - SRA Reading Laboratories - A Record of Laboratories and Reading Levels Completed, page 48). Color levels and readability ranges of the Labs are illustrated. Grade, date, and beginning and ending color levels will be entered by the teacher as shown. The teacher then will attach the form to the pupil's permanent record. Succeeding teachers will refer to this form when selecting an appropriate Lab and when recording work completed in other Labs. In short, this is a record designed to serve some of the same purposes as the "Elementary Reading Record." Copies of form may be secured from the principal.

IX. LEARNING AIDS

Learning aids such as workbooks, charts, teacher-made worksheets, reading games, records and children's creative writing are valuable at all levels. They enrich the experiences of the pupils and are an effective way of giving additional practice in many reading skills.

A. WORKBOOK

Consumable workbooks may be used through grade six with any of the Basic Series. Workbooks usually reinforce skills and provide good study-type experiences. However, workbooks should never be used page by page as the sole independent activity experience of the developmental reading program.

B. CHARTS

The value of experience charts for reading cannot be over-emphasized. They promote general language development and establish language readiness for reading, as well as develop specific reading abilities. Children cannot learn to read beyond their level of language development. Charts and stories based on children's experiences should be an integral part of the reading program at all levels.

In general, experience charts fall into main types in terms of their purpose and use: language charts and reading charts. Teachers should keep clearly in mind the difference between the two.

1. THE LANGUAGE TYPE: The language chart serves as a link between pupil experiences and written expression. The following are examples:

Experience charts for reading and discussion based upon daily individual or class activities of interest, field trips, experiments and constructions

Group standards charts for use in work periods, discussion, dramatic play, making reports, committee work, and cooperating with others

Sequential charts such as time-lines charts, records and logs of activities, calendar of events, sequence of activities, and records of progress

Direction charts for use in construction, field trips, map making, processing materials, describing use of references or tools and materials, and carrying out other activities

Creative expression charts to record songs, poems, and stories

Vocabulary charts for listing frequently used terms and concepts related to the unit of work

Organization charts to summarize committee organization, organization for a trip, or organization of various institutions or groups studied in units of work

Information charts to clarify basic facts needed for various activities

Classification charts to record such items as types of boats, dwellings, food, shelter, clothing, weapons, utensils, and arts and crafts

2. THE READING TYPE: These charts have some of the same qualities as the language type, but in addition have some limitations in that vocabulary is controlled more carefully and repeated in order to insure ease of reading, and sentence length is controlled.

References for development and use of charts:

Primary Reading Charts: Instructional Guide for the Primary Teacher. Alameda County Schools, pp. 46-63. (Available in all Berkeley public schools)

Language Charts: John U. Michaelis, Social Studies for Children in a Democracy. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956, pp. 339-344.

Experience Charts: Lillian A. Lamoreaux and Dorris May Lee, Learning to Read Through Experience. New York: Appleton, 1943, pp. 121-181.

C. INDEPENDENT TEACHER-MADE READING MATERIALS

Only through constant checking will the teacher know what special types of practice the pupils require. Some of this practice will come through teacher-made materials which children use independently. Such material is made for a specific group of children who need extra practice in some phase of reading. Generally these activities are as follows:



1. Exercises which develop comprehension and interpretation
2. Exercises which emphasize word meanings
3. Exercises which emphasize word recognition

The work should be made for a specific purpose usually related to the reading lesson of the day or the preceding day.

References for development and use of teacher-made materials:

Donald Durrell, Building Word Power. Burlingame: Harcourt Brace & World, Inc., 1945.

Donald Durrell, Improving Reading Instruction. Burlingame: Harcourt Brace & World, Inc., 1956.

X. SKILLS

The skills instruction in both State Series is very similar. It should be pointed out, however, that caution is advised in using these series. Even though a skill may be introduced in one or both series at a given grade level, there is no guarantee that children have mastered that particular skill. Sequential skills development may be achieved by:

1. Coordinated efforts of teachers and principals
2. Informal testing and teacher observation to discover weaknesses and needs
3. A systematic and sequential program of teaching plans and materials to overcome weaknesses and assure competency in the reading skills

A. COMPREHENSION

Comprehension is the major goal in reading instruction and is emphasized throughout the elementary grades. A sound program in comprehension skills will enable the child to:

1. Skim to discover specific information

2. Group the main ideas of a selection
3. Understand that a paragraph consists of one or more sentences, all of which deal with a single idea or topic
4. Predict subsequent ideas or events
5. Understand and recall a sequence of ideas or events
6. Understand and remember details
7. Understand and follow directions, a form of reading for detail
8. Learn to locate material through use of table of contents, index, glossary, dictionary, marginal heading, and the like
9. Learn to organize information
10. Increase speed without loss of comprehension.

B. WORD RECOGNITION

The ultimate goal of the word recognition program is to provide for rather automatic recognition of common words and to develop the ability to work out unfamiliar or partly known words. It is important that children recognize that there are several ways of figuring out an unknown word:

The way the word looks or its general pattern

Special characteristics of the word

Similarity to known words

Recognition of familiar parts

The use of picture clues

The use of context clues

The use of phonetic analysis

The use of structural analysis



The word analysis program is an important part of the word recognition program. In working with phonetic and structural analysis certain guidelines are important.

The chart appearing as Appendix G - A Skill Development Chart, page 49 is based on the word analysis programs of several basal reading series. It is included to help the teacher identify the phonetic and structural elements of word analysis at the primary levels where they are first introduced.

Throughout the program, emphasis is placed on vocabulary development as a basis for efficient reading. The basal reading series provides many opportunities for children to enrich their vocabularies.

Many approaches should be made a part of the program. Among those recommended are:

1. A wide background of first-hand experiences as a basis for developing concepts and associated vocabulary
2. Use of audio-visual aids to build up word associations with pictures of real things

3. Rich opportunities for oral expression and listening, since using words is one of the best ways to add them to one's vocabulary
4. Direct teaching by the teacher, who identifies the important words to know in relation to centers of interest in the content fields
5. The development of picture dictionaries, word books, and vocabulary charts by the children
6. Use of picture dictionaries to extend word meanings
7. Direct study of words such as synonyms and antonyms
8. Classification of words and building word lists

C. ORAL READING

The teacher should provide the student with many opportunities to read aloud and hear good reading. Oral reading activities include:

Reading to clarify thinking on some particular point

Sharing favorite poems and parts of a story

Reading lines in a play

Reading to supplement information in various subject areas

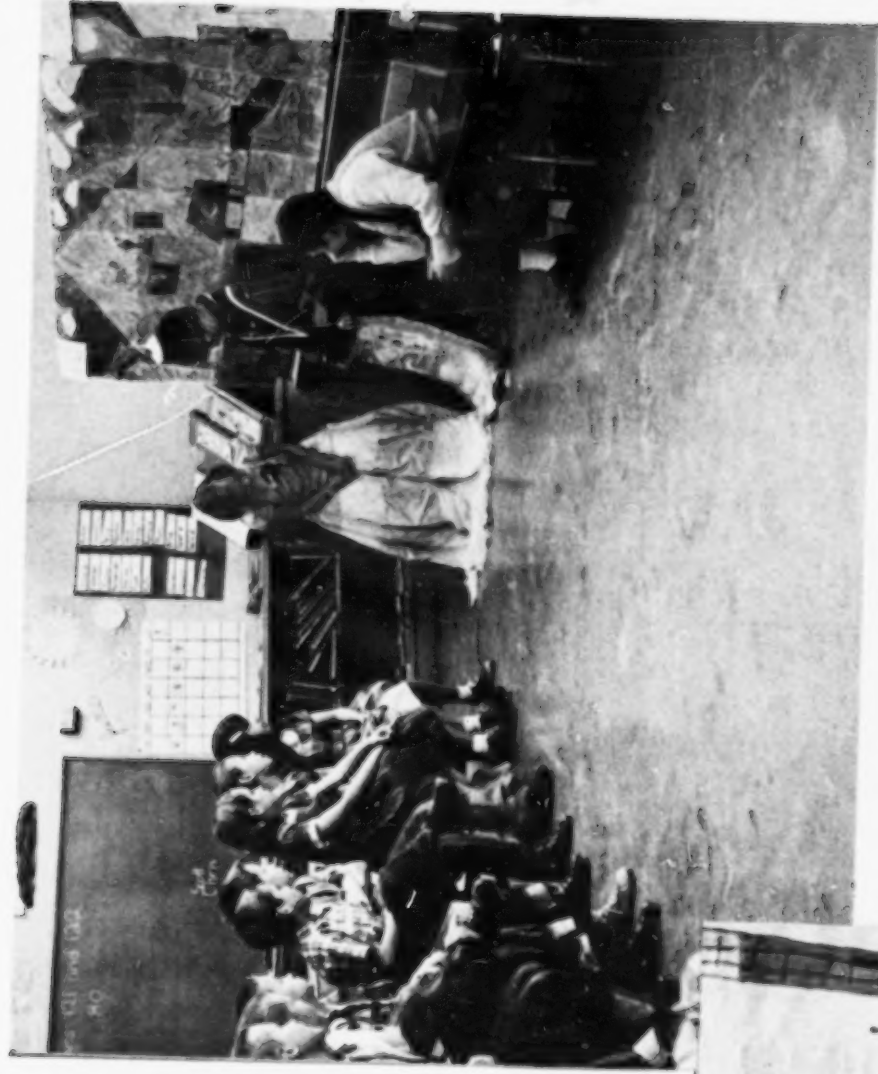
Reading aloud one's own compositions

The child should be prepared by reading the story in advance. He should know how to pronounce all the words correctly, making every word understood. Training in the ability to phrase and read by thought units, with expression and understanding, is most important.

D. CREATIVE OR CRITICAL READING

Creative or critical reading denotes reflecting, interpreting, and evaluating what is read.

It involves determining the general significance of an article, bringing ones own experiences to bear upon it, predicting outcomes, making comparisons, drawing conclusions and seeing relationships.



In planning their reading programs teachers will wish to include exercises and activities which stimulate creative or critical reading. Questions which require little more than recalling factual information from the story should be limited.

E. EXTENSION OF READING SKILLS

Children should be led to use reference materials with ease and enjoyment as early as possible in the elementary grades. Lessons in dictionary and encyclopedia usage introduce children to necessary short cuts in locating information for themselves. (Students should be taught the parts of a book and their uses, and how to locate information in a variety of reference materials.) This ability is essential in preparing children for independent study in such areas as science and social studies.

2. ENCYCLOPEDIAS

At the first or second reading level, children can profit by understanding the need for using the encyclopedia. The Golden Book Encyclopedia is appropriate for the primary grades. Children should learn that subjects are arranged alphabetically, that guide words are an aid in locating subjects, and that additional materials may be found under sub-topics, related subjects, or cross references.

Elementary schools all have recent editions of Compton's Pictured Encyclopedia and/or World Book Encyclopedia.

1. DICTIONARIES

Skill in using a dictionary is one of the important goals which we wish to achieve in our reading program. Picture dictionaries are available in all schools. The Thorndike-Barnhart dictionaries, published by Scott-Foresman Company, are available for intermediate grade use, the Beginning Dictionary (recommended for Grades 3 and 4), the Junior Dictionary (recommended for Grades 5 and 6). The introductory pages of these dictionaries contain rather extensive and complete lessons to teach children how to use a dictionary. It is important that elementary pupils receive systematic and sequential instruction in the development of dictionary skills.

3. "THE ART OF RESEARCH"

A guide entitled "The Art of Research" has been prepared particularly for the use of intermediate grade teachers. This guide is concerned with the skills and techniques required in teaching children to prepare reports in science or social studies. It suggests reference materials, steps to be used in gathering information, how to organize materials (notetaking, outlining, preparing a bibliography), and offers a few examples of research projects. If children are to be required to prepare reports, it is necessary that they be given step by step training in library and organizational skills. Reading and organizational skills are of major importance in the content areas of arithmetic, social studies, science and literature.

Program 1944 II
Class III
Room 1944 III



THE REMEDIAL READING PROGRAM

CORRECTIVE AND REMEDIAL READING

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I. DEFINITION OF PROGRAMS

In Berkeley, corrective reading refers to remedial instruction carried on by the classroom teacher in the classroom. This is distinguished from remedial reading which is carried on by the remedial reading teacher who works with individuals or small groups outside the classroom. The corrective and remedial programs are preventive in nature. They are preventive because pupils with reading disabilities are identified as early as possible in their school careers. Hopefully, the disability is remedied before the pupil reaches grades five and six, when efforts at remedial teaching are often difficult because of the degree of retardation and negative attitudes.

The remedial case is one whose reading problem cannot be adequately handled in the classroom. A remedial teacher has been assigned to each of the seventeen elementary schools in Berkeley. Teachers are encouraged to refer pupils for remedial instruction who meet the criteria described in "CRITERIA FOR THE SELECTION OF PUPILS FOR THE REMEDIAL READING PROGRAM." Referral forms are available in the principal's office or may be obtained from the remedial teacher. The completed referral form requires the signatures of the classroom teacher, the principal, and the school nurse. Teachers are cautioned to read the eligibility criteria carefully before completing the referral and submitting it to the school principal for approval.

For corrective cases the remedial teacher is available for consultation concerning methods and materials which may be used in the classroom. Suggestions for specific materials and techniques are presented in subsequent sections.

II. CRITERIA FOR THE SELECTION OF PUPILS FOR THE REMEDIAL READING PROGRAM--TEACHER INFORMATION

A. WHAT DOES REMEDIAL READING MEAN?

In Berkeley it means teaching pupils in small groups or individually. The pupils leave their classrooms for instruction by a special teacher.

B. WHICH PUPILS ARE SERVED IN THIS PROGRAM?

Efforts are concentrated in grades two, three and four to correct reading deficiencies as early as possible and to prevent the problems from becoming more acute.

C. HOW IS "NEED" OR ELIGIBILITY DETERMINED?

1. A remedial reading case is one which has sufficient ability to profit from instruction. Remedial reading instruction is now limited to three grades because of staff limitations. It is, therefore, imperative that pupil selection include first, those pupils who show the greatest potential for making the most improvement in reading in the shortest time. Therefore, the teacher is urged to refer first, the second and third grade students with average or above average I.Q.'s who are functioning at least one year below grade placement or one-and-one-half years below grade placement in the case of fourth grade pupils. This group will receive first priority, for experience indicates there is a significant relationship between reading improvement and intellectual capacity. Second, referral is made of those students with highest I.Q.'s who are functioning at least two years below potential. Pupils in this category will be reading above grade placement but will not be reading as well as could be expected. Third, referral is made of those with below average I.Q. It is also important to identify these pupils as candidates for remedial instruction at a later date when there are openings in the remedial program.

2. A remedial reading case is one reading at least one year below potential. Potential will be determined by comparing the results of intelligence and reading tests. If intelligence test scores are not available or give an inadequate picture of a pupil's potential, professional judgment should be the criterion in the selection process.

As a "rule of thumb" for determining whether a pupil is reading below potential, a pupil should be considered for referral if his I. Q. is 90 and above and his:

present grade placement is:	present instruction level is:
2.0	and pre-primer or primer level
3.0	and 1 ⁻² or 2 ⁻¹ level
4.0	and 2 ⁻¹ or 2 ⁻² level

3. The remedial reading case should have no physical, emotional, or health problems which make instruction unwise at the present time. The pupil may, and frequently does, have some of these problems. Therefore, the professional staff will jointly decide whether or not the problems are serious enough to disqualify the pupil.

4. The remedial reading case is one whose reading problem cannot be adequately handled in a corrective program in the classroom. This means a pupil is eligible if the classroom teacher finds it difficult and unrealistic to expect to meet his needs with special materials adapted for classroom use and/or because of limitations to his time, he is unable to give adequate assistance.

D. HOW IS A CHILD REFERRED?

The classroom teacher should discuss the problem with the principal. If the child qualifies, then the form, "Referral for Reading Diagnosis," should be completed. Copies of this form are on file in the school office. After the remedial teacher has received the completed form, the child will be given a series of diagnostic tests. Later a conference will be held to discuss test findings and future action.

E. HOW MANY CHILDREN RECEIVE INSTRUCTION?

Each remedial teacher will probably have a case load of thirty-five to forty students whom he will meet to instruct two to four times each week.

F. WHEN DO VACANCIES OCCUR IN THE REMEDIAL PROGRAM?

Usually vacancies occur at the beginning of the school year. However, since identification is a continuous process, referrals should be completed when a teacher discovers a child who is having difficulty, even though the child cannot be immediately accommodated in the program.

G. DOES EVERY CHILD REFERRED RECEIVE REMEDIAL INSTRUCTION?

No. Sometimes test results show clearly that a child is working up to capacity or is physically or emotionally handicapped to the extent that additional help would not be profitable for the child and would not represent wise use of the remedial teacher's time.

Sometimes pupils do not fit into any of the remedial reading groups with respect to appropriate instruction level and areas of weakness in reading skills. In these instances the pupil is accommodated at the earliest date when there is a vacancy. However, in some cases, pupils receive individual instruction.

H. HOW DOES THE CLASSROOM TEACHER KNOW WHAT THE REMEDIAL TEACHER IS TEACHING?

There are two noteworthy features of the remedial reading program:

1. The remedial program as conceived in Berkeley is supplementary, because the remedial teachers augment classroom instruction. The program is not designed to take the place of the classroom reading program.

2. The second important feature of the program is a natural outgrowth of the first, namely, instruction is coordinated with classroom instruction. This means the remedial teacher keeps the classroom teacher informed of the kinds of instruction being given in his class. Coordination is possible through frequent conferences and notices to the classroom teacher. Teachers familiar with the remedial reading program are the first to agree that their responsibilities increase rather than diminish.

By working within this structure it is hoped the primary goal of the remedial program will be realized, namely, to help the pupil make the greatest amount of improvement in the shortest possible time so that he may function effectively in the classroom and have no further need for remedial instruction.

III. SYMPTOMS AND SUGGESTED CORRECTIONS OF READING DISABILITIES IN THE PRIMARY GRADES

Pupils frequently exhibit difficulties in oral and silent reading performance. If the symptom is noted by the classroom teacher and steps are taken to correct the difficulty, then problems can frequently be reduced. Below is a listing of common symptoms of problems and their remedy. The symptoms of reading difficulty are classified under four headings.

A. FLUENCY AND ACCURACY PROBLEMS

<u>Symptoms</u>	<u>Correction</u>
1. Points to words. Reads word by word. Has irregular eye movement and low sight vocabulary. Repeats words. Vocalizes excessively.	Use easy materials, flash card phrases. Check vision for binocular coordination.
2. Loses place. Makes additions, omissions and substitutions.	Use marker. Call attention to context. Permit preparation before oral reading. Do not stress speed.
3. Reversals occur.	Use tracing. Call attention to context and initial sounds.
4. Appears unable to sound consonants, consonant digraphs or blends.	List words beginning and/or ending with the same sounds.

5. Is unable to sound out words.

Teach vowel sounds and rules. Refer to them when a new word is being attacked.

6. Appears unable to divide words, find parts of words, note endings of words.

Teach syllabication.
Make compound words.
Add endings to root words.

B. COMPREHENSION PROBLEMS

1. Ignores punctuation.
Uses monotonous tone.

Stop and circle punctuation marks.
Pretend you are talking. Utilize tape recorder.

2. Fails to use context clues.

Skip unknown word; then try using consonant and context clues to get the word.

3. Does not follow written directions.

Give simple sentences with only one direction. Gradually increase concepts which are included.

4. Unable to answer questions.

Indicate specific sentences which answer questions. Ask interpretive questions about pictures, gradually leading into the text.

Symptoms

Correction

5. Unable to recognize main ideas. Ask leading questions of the entire group.
6. Unable to recall sequence of events in a story. Practice re-telling stories individually or in groups. Put main ideas in sentence form in sequence. Cut sentences into strips and have pupil reconstruct story.

C. MECHANICAL PROBLEMS

1. Cannot locate pages. Practice finding stories. Ask which is nearer the front of the book, page 10 or 20.
2. Volume too loud or too soft. Use dramatization. Utilize tape recorder.

D. EMOTIONAL PROBLEMS

1. Reads little voluntarily. Begin a story and have a child finish it. Plan a reading contest.
2. High pitched voice when reading aloud. Relax (yawn). Use dramatization. Try easier materials. Stress silent reading before oral reading.

The list of suggestions above is not intended to be comprehensive nor all-inclusive. For more detailed suggestions the following references are provided:

Durrell, Donald. Improving Reading Instruction. Yonkers-on Hudson: World Book Co., 1956, 402 pages.

Gates, Arthur Irving. The Improvement of Reading; Program of Diagnosis and Remedial Methods, 3rd ed. New York: Macmillan Co., 1947, 657 pages.

Gray, William S. On Their Own in Reading. Chicago: Scott, Foresman and Co., 1960, 268 pages.

Harris, Albert J. How to Increase Reading Ability, A Guide to Developmental and Remedial Methods, 4th ed. rev. New York: Longmans, Green and Co., 1961, 633 pages.

Russell, David H., and Eta E. Karp. Reading Aids Through the Grades. Bureau of Publications, Teachers College, Columbia University, 1956, 120 pages.

Wagner, Guy, and Max Hosier. Reading Games. Educational Publishing Corp., 1960.

IV.

A SEQUENCE OF FUNDAMENTAL WORD ANALYSIS SKILLS

Appendix G, a skill development chart (page 49), presents a simplified listing of key word analysis skills taught in a developmental reading program. The levels at which the skills are usually taught and usually mastered are indicated. This list is not intended to include all of the word analysis skills taught, nor is it implied that all basal reader programs follow the sequence as described.

However, in the past, corrective and remedial reading teachers have found this list an aid in diagnosing reading difficulties and planning instruction programs. For these reasons it has been included in this guide.

V.

AN INFORMAL TEST OF WORD ATTACK SKILLS

Teachers frequently express a need for a diagnostic tool which indicates areas of weakness in word attack. In the following test some key word attack skills are tested, and suggestions for administration are given. Teachers are encouraged to augment portions or to eliminate portions not applicable. Copies of this test are available in each school.

1. ABILITY TO SOUND LETTERS

Teacher: "What sound do you give this letter (pointing to r) when you see it at the front of a word?" (If pupil cannot sound the letters, ask him to say a word that starts with the letter). Try to secure long and short vowel sounds.

r o n l m y t v k p a i a j u s h b c g w d f e

Teacher: "What sound do you give these letters (pointing to wh) when you see them at the front of a word?" (If pupil cannot sound the letters, ask him to say a word that starts with the letters).

wh sh th ch cl dr br tr pl sp fl sm

NOTE: If pupil has difficulty with ability to sound the consonants, blends, and digraphs above, then administer tests 2 and 3.)

2. AUDITORY PERCEPTION OF LETTER SOUNDS

Teacher: "I am going to give you a sound, and I want you to tell me what letter stands for or makes that sound. I'll do one for you to show you what I mean. Watch my lips as I make the sound. The first sound is "a" (as in ate). What letter makes that sound?" NOTE: THE TEACHER SOUNDS THE LETTER BUT DOES NOT PRONOUNCE THE WORD.

l - (live) y - (yet) v - (van) g - (get) n - (no)
d - (do) b - (be) t - (to) h - (he) w - (we)
o - (odd) u - (up) a - (apple) e - (Ed) f - (file)
p - (pay) ch - (chew) sh - (she)

3. RECOGNITION OF SMALL AND CAPITAL LETTERS

Teacher: "Tell me the names of these letters."

I A B S C D F E P T M L R Z

J U H G W Q K V Y N O

r o n l m y t v k p z i a j u s h b c g
w d f x q e

4. AUDITORY PERCEPTION OF WORDS SOUNDED

Teacher: "I am going to sound some words for you. Tell me the word you hear. Watch my lips as I say them."

m - e b - i - g a - m t - a - p m - e - n s - o

m - o - b p - e - t tr - a - p

5. ABILITY TO BLEND LETTER SOUNDS

Teacher: "These are not real words. Try to sound them out."

fis gud hin sut jav ket tam nibs

vin wab nel pud rog beb col dob

6. ABILITY TO DISCRIMINATE WORDS COMMONLY REVERSED

Teacher: "Read these words across the page. Read them as fast as you can."

pal even no saw raw ten tar won pot

rats keep nap tops read meat lap was

7. ABILITY TO RECOGNIZE ENDINGS

Teacher: "Read these words."

boys painted eating rainy likely reader ripest

enjoyment expansion contribution departmental

8. ABILITY TO CHANGE VOWEL SOUNDS

Teacher (pointing to "hat"): "Read this word and then read the word below it."

hat bit rob us cut

hate bite robe use cute

9. ABILITY TO RECOGNIZE VOWEL DIGRAPHS AND DIPHTHONGS

Teacher: "Read the words across the page."

wait bead coast tie feet haul toad braid
steal coil town jaw spoil sound straw joy
cried fraud boy clown float sheet

10. ABILITY TO SYLLABICATE

(NOTE: The purpose of this test is to determine ability to apply visual clues for dividing words into syllables according to 4 rules (vc/cv, v/cv, /cle, preserve blends) and to pronounce these nonsense words correctly by applying rules for open and closed syllables).

Directions: Give teacher's copy to pupil to mark.

Teacher: "These are not real words but they can be divided into syllables. Draw a line between the syllables."

imrel chittar pratuct
hindle rastrect citur
sceldar hedper stratle

Directions: After the pupil has drawn lines between the syllables the teacher should collect his copy from the pupil and say, "You have divided the words into syllables. Now, pronounce the words." The pupil should read from his copy while the teacher writes the pupil's response phonetically above each word.

Acceptable responses:

im / rel imrel	chit / tar chit ar	pra / tuct pray tucked
hin / dle hin dul	ra / strect ray strect	scel / dar skel dar
hed / per head pur	ci / tur sighter	stra / tle stray tull

SUMMARY OF SKILLS

Strengths	Weaknesses
1. Ability to sound letters 2. Auditory perception of letter sounds 3. Recognition of: - small letters - capital letters 4. Auditory perception of words sounded 5. Ability to blend letter sounds 6. Reversals 7. Endings 8. Change vowel sounds 9. Vowel digraphs and diphthongs 10. Syllabication	

Remarks:

References:

Kottmeyer, William, Teacher's Guide for Remedial Reading. St. Louis: Webster Publishing Co., 1959.

Gates, Arthur I., The Improvement of Reading: Program of Diagnosis and Remedial Methods, 3rd ed. New York: The Macmillan Co., 1947, 657 pages.

VI. AN INFORMAL TEST OF ORAL AND SILENT READING ABILITY: THE INFORMAL READING INVENTORY

Teachers frequently express a need for a diagnostic tool which will aid them in determining appropriate placement of pupils in basal and independent reading materials. In some instances teachers may wish to learn at which level(s) pupils have their greatest difficulty (frustration level). At this point word accuracy, fluency, and comprehension are unsatisfactory. Here the teacher may gain insight into the pupil's method of word attack; here his strengths and weaknesses become evident.

Therefore, classroom teachers are urged to request materials for an INFORMAL READING INVENTORY from the remedial reading teacher assigned to their school. The remedial teacher will explain the details of administering the inventory.

VII. A LIST OF HIGH-INTEREST, LOW-VOCABULARY BOOKS

Classroom teachers often recognize the need for reading materials with a mature format and content to interest pupils who need a "fresh" start in reading. A list of high-interest, low-vocabulary books is provided in Appendix H page 50. Many of these books may be secured through the office of the Director of Elementary Education.





THE LITERATURE PROGRAM

THE LITERATURE PROGRAM

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I. STATEMENT OF PHILOSOPHY

"From time immemorial, literature has been the heritage of children. Today, as always, children need stories and poems for entertainment and enjoyment, for the insights which they gain about their culture and their world, for the ideals and spiritual values that pervade superior writing. As growing individuals, children need to know, through experience, what literature has to contribute to them in leisure time enjoyment, in extending and deepening their particular interest, in assisting them to try on life for size, for broadening their spiritual values and ideals, or in just taking them adventuring and making life enjoyable. The elementary school curriculum which does not provide children with literature for enjoyment and for the exploration and illumination of life is an impoverished educational environment."¹

Our expanding concept of reading and of literature has brought to us a broader interpretation of the place of literature in the school program. Once we thought we must teach a child how to read, then teach him to appreciate literature. Now we realize that reading and literature are inseparable.

Literature is a part of every subject area. Classroom lessons in the social studies and science, with fiction and non-fiction as supplements, are directly related to the reading of literature. History gains new significance when textbook chapters are enriched by further reading of historical fiction, biographies, American tall tales, and poetry.

In Berkeley, literature is considered a basic and integral part of the developmental reading program at every grade level.

"Literature, introduced in the classroom goes beyond the school program to the reader's entire life. For the reader, literature becomes a way of life. It supplements his work and play. To some extent it shapes his philosophy. In a very literal sense he grows and develops through literature.

"In the past we set up a list of books that every child should read at each grade level. Then we tried to provide motivation which would assure a child's interest in each book. The results were discouraging because of the individual differences in children. Now the good teacher begins with the child and his special interests and needs. Knowing these, she is prepared to help him find the books that appeal to him and

¹ Leland B. Jacobs and Jo Jasper Turner, *Teacher's Guide for Happiness Hill* (Columbus, Ohio: Charles E. Merrill Books, Inc., 1960), pp. 1-2.

channel his interests in various directions to broaden his scope."²

II. TEACHING APPRECIATION OF LITERATURE

The purposes of a sound literature program are:

- To develop an enjoyment of good literature
- To develop personal-social growth
- To develop an appreciation of beautiful and descriptive language
- To acquaint children with their literary heritage and provide a firm foundation for future literary experiences
- To develop reading habits which will carry over to adulthood
- To develop interest in recreational and library reading
- To develop interest and understanding in books of proven excellence (see Appendixes I, J and K - Books of Excellence, Newbery and Caldecott lists, pages 52, 63, and 72).

A. CLASSROOM ENVIRONMENT

Arousing and maintaining interest requires considerable enthusiasm, thought and planning on the part of the teacher. Classrooms should have a table in the reading corner with displays of books and magazines and perhaps some story records. A bulletin board display may have jackets of new books, as well as original stories and poems of pupils and possibly illustrations by pupils of favorite prose and poetry selections. Mobiles may be constructed to represent characters of one book, books by one author, or books of one type. Teachers can devise various means to interest children in books.

B. READING ALOUD BY TEACHER AND STUDENTS

Reading aloud to children throughout the elementary grades is one of the most effective means of introducing a variety of books and encouraging children to search for

² Dwight L. Burton and Nancy Larrick, *Literature for Children and Youth* (National Society for the Study of Education, 60th Yearbook, Development in and Through Reading, 1961).

worthwhile literature for themselves. The teacher who plans "story time" for his pupils is contributing to their development in a most worthwhile and effective manner. Generally, each teacher should read orally to his class at least once every day.

The selections of prose and poetry should appeal to worthy and immediate interests of pupils, should be fun in and of themselves, should be within the understanding of the pupils, and should possess some literary merit and content worth the effort of reading. (See Appendix L, page 76, for a suggested list of books to read aloud.)

Children will also enjoy reading selections to the class. It can be a valuable experience for the individual child and the entire class to develop, with the help of the teacher, standards for the selection and oral reading of literature.

Above all, the teacher can assist in development of reading preferences and tastes by showing his own interest and enthusiasm for reading.



C. BOOK REVIEWING

Book reviewing is book reporting through the eyes of the reader. Children will enjoy bringing to the class their reactions to books in many forms, such as:

Pantomiming a scene

Relating a favorite incident

Preparing a "sales talk" advertising the merits of a book

Assuming the role of one of the characters in the book

Designing a book jacket containing review and biographical sketch of the author

Making murals, paintings or drawings to illustrate scenes from the story

Using puppets to act out parts of the story

The formal type of written book report often becomes burdensome and makes a child wish he had never read the book. A card file in which children list and evaluate books they have read and enjoyed, and to which other children can refer when they are looking for a good book to read, is purposeful.

D. BOOK DISCUSSIONS

A good book deserves to be shared, and it is enjoyed again through discussion. Questions from children and the teacher encourage further analysis. When one child talks about his current favorite his classmates are stimulated to read the book.

After several children have read the same book, they may present a panel discussion about its plot, characters, illustrations, and author. Another panel may be concerned with several books related to the same theme.

Discussion of books with individual children or in small groups helps them probe behind the events of the story to find their significance to the various characters and hence to the reader.

Discussions about authors and illustrators may be fostered by the use of the Junior Book of Authors or the biographical sketches sometimes printed on book jackets.

E. STORY TELLING

The teacher may sometimes wish to tell rather than read a story, or a librarian from the school or branch public library may be invited to the classroom to tell a story.

“Stories which are to be told should be selected with care. Stories worth the telling have special characteristics. These include a quick beginning, action, a definite climax, natural conversation, and a satisfying conclusion.

"Some stories should not be told. If the exact words are necessary to convey the humor or mood, it should be read."³

Devices such as figures on a flannel board, puppets, or other realia may enhance the story. It is, however, the enthusiasm and sincerity of the storyteller which capture the attention of children and develop their appreciation of literature.

Story records and transcriptions may be used, and in preparing children for them, the teacher should indicate some of the main ideas and things to listen or look for.

Appendix M, page 79, suggests a number of stories and poems appropriate to the elementary grades. (Teachers may secure these recordings through the Audio-Visual Department.)

F. BOOK GAMES

"Games provide another means for reinforcing children's knowledge of books and authors. Teachers should not underestimate the value of games as part of the literature program. Games capitalize upon the child's natural inclination for play and bring teacher and child together in the mutual enjoyment of books.

"Children enjoy 'acting out' real life situations and scenes from books. Many guessing games utilize pantomime in some form. Young children may try to guess the Mother Goose character being pantomimed. Older children divide into groups to play charades based upon literature."⁴

³Charlotte S. Huck and Doria A. Young, *Children's Literature in the Elementary School* (New York: Holt, Rinehart and Winston, 1961), p. 387.

⁴*Ibid.*, p. 432

Riddles are fun for all ages. They can be based on familiar literary characters, scenes or situations. Television quiz programs such as "Twenty Questions" can be adapted for classroom use as a book game. Children try to guess the book, character or author by questioning a classmate in the manner of the game. Puzzles and games like Bingo and Lotto can also be designed for use in the literature program.



G. POETRY

Poetry is apt to be somewhat neglected unless special effort is made to supplement sources for pupils and conscious attention is given to this area of literature. To make poetry-loving children, teachers must provide time for poetry and read it aloud often. Poetry should be read for enjoyment. Detailed analysis of every figure of speech or metered verse should be avoided.

However, children will gain much from discussing a poem in terms of word pictures they particularly like, and the way the poem makes them hear, see, or feel

something. As pupils find particular parts that they intensely enjoy, memorizing may be encouraged for enriching appreciation and for future enjoyment.

Every classroom should have several poetry books available for use by the children and teacher.

H. CHORAL READING

"Choral speaking or reading is the interpretation of poetry by several voices speaking as one. At first, young children speak it as they join in the refrains. Middle grade children may prefer to read their poems."⁵

"Two major values of choral reading are children's participation in both the reading and planning; and their increased understanding of the interpretation of poetry."⁶

Choral reading often improves speech patterns and helps to eliminate shyness and diffidence of pupils. Ginn and Company, Monograph No. 9, "Effective Choral Speaking and Reading," presents specific techniques for effectively conducting choral reading and speaking.

I. DRAMATIZATION

Bringing stories and poems to life through dramatizations is one of the best ways to develop a lasting interest in literature. Pantomimes, puppet shows, and story playing are but a few examples of creative dramatics.

In creating plays, children obtain information and utilize their understandings from social studies and science. Language skills are developed; tensions can be released and emotional and social adjustment improved.

Encouraging creative expression about the stories and poetry which children hear or which they read silently may help young readers formulate and develop their own ideas in response to those of the literature itself. This creative expression can be in the form of dramatics or play related to the books read. Children thus have the opportunity to react to a piece of literature and extend it into their own world. In doing so they are learning to think independently and creatively.

⁵ Ibid., p. 343

⁶ Ibid., p. 344



J. PROVIDING INDEPENDENT READING TIME

Providing the time and setting for uninterrupted silent reading helps children recognize that literature is important and enables them to browse at their own pace and hence to think and feel while they are reading.

III. THOUGHTS ON LITERATURE UNITS

As the child advances in the ability to read, he needs to discover the myths and legends which we have retained in our own heritage or borrowed from others, and he needs to appreciate the poems which express the responses to nature and to human experience. He must be led to the storehouses of information which will answer his questions and broaden his contacts with the world.

In order to provide a comprehensive literature program, the teacher must be acquainted with a considerable variety and volume of children's literature appropriate to the grade level and interest of the pupils being taught. An introductory guide entitled Thoughts on Literature is available to all elementary teachers. This guide attempts to outline briefly the scope of our literary heritage.

The units contained in the guide deal with the origins of language and literature, Mother Goose Rhymes and Fairy Tales, Fables, Mythology, Books, Poetry, Drama and Essays. Each unit of the guide includes:

1. Background information on that area of literature
2. Suggested classroom activities
3. A brief annotated bibliography

IV. THE SUPPLEMENTARY LITERATURE SERIES

Supplementary literature texts are listed on the Elementary Reading Record. These books are available in all schools in quantities for use with reading groups.

The Literature Series are to be used for enjoyment and enrichment. Their purpose is not to teach word attack skills. They should be employed as a part of a guided literature program and not utilized as free library reading.

The Literature Series may be incorporated into the school program:

A. During the week as part of the reading program

1. Used with a unit in conjunction with basal program

Example: In the Ginn 3rd Reader, Friends Far and Near, the unit "Children Everywhere" could be correlated with Singer's Story Carnival unit on "Boys and Girls Like You and Me."

2. Used as enrichment material in other subject areas, such as science or social studies

Example: In studying Central America, children might be interested in reading from Singer's Aboard the Story Rocket the story, "White Bird on the Water," or if studying the Philippines, the story, "The Lazy Mario."

B. After completion of a basal reader

1. For enjoyment of stories as guided, enriched reading
2. For further development of creative and critical reading



V. STORIES AND POEMS SUPPLEMENTARY TO BASAL READERS

The stories and poems suggested in the teacher's manuals of the State Series are related to the stories in the series. Whenever possible, they should be made available for the child's independent reading.

Bibliographies of these correlated readings have been compiled by The Library Center staff. These bibliographies are organized by reading level. Two copies for each reading level have been placed in every elementary school for the purpose of teacher reference.

VI. GUIDED READING IN BOOKS OF EXCELLENCE

The guided reading of a complete book provides an experience not available through the reading of the shorter selections of the basal reading program. In order to assist teachers in introducing children to full length "books of excellence," a manual containing study guides to fifteen children's "classics" has been prepared. This manual, entitled "A Guide for Books of Excellence," is available to

all fourth, fifth, and sixth grade teachers. The books dealt with in the study guides are available in quantities large enough for use with a reading group.

The study guides include background information and possible approaches to each book. Recommended reading levels are indicated. However, the grade level at which any books are used will depend on the composition of a particular class and the judgment of the teacher. A preliminary reading of any book used seems necessary in order to make full use of the manual.

It must be pointed out that the fifteen books selected are not to be considered the best among children's books. They were selected from a list submitted by teachers as having value and interest for intermediate grade children. They represent variety in story content, treatment, reading and interest level. With these books as a start, teachers may become familiar with an approach and extend it to other titles.

VII. BOOKS CONCERNED WITH ETHNIC AND RACIAL MINORITIES

Berkeley is an unusually diverse community in terms of representation of ethnic and racial groups.

As a result of this uniquely cosmopolitan population, many requests have been made by teachers and parents for a bibliography of good children's books, both fiction and non-fiction, which relate particularly to the lives of racial and ethnic minorities. This bibliography appears as Appendix N, page 82, in this guide.



THE SCHOOL LIBRARY AND READING



THE SCHOOL LIBRARY AND READING

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I. THE SCHOOL LIBRARY

The true concept of a library program means instruction, service and activity throughout the school, rather than merely within the four walls of the library quarters. Stress is placed on a program of service in resource materials; the program encompasses reading, guidance, instruction in the use of the library and its materials, and reference and research service. As an instructional materials center, the school library is becoming increasingly important in the development and expansion of the school curriculum.

As a service agency, the school library functions to further the school's objectives by providing materials for all subjects and interests of all pupils and teachers. It becomes increasingly effective as teachers and pupils learn to use its resources and employ its services for their work and recreation purposes.

Being also a teaching agency, the school library has a positive, active, teaching function. It suggests the reading of books which might otherwise be unknown or neglected. It supplies all types of materials for developing and expanding interests. It stimulates new interests. Through its reference tools, indexes, bibliographies, and catalogs, the realms of information and knowledge may be explored. By cooperating with other agencies of instruction, pupils learn how to use libraries and their materials, how to find information, how to study.

As the school libraries are more fully developed, they will also serve as a materials center, providing not only books and periodicals, but films, filmstrips, records, pictures, maps, and other materials in order to satisfy the interests and needs of the teachers and pupils.

As a reading center for the entire school, the school library is a place for enjoying books, for investigating problems, for study, for using all types of library materials. It must be remembered that in this day of crowded housing conditions, many children have no other place where they may read quietly and discover the scope and range of knowledge that is available through books and the library.

Major purposes of the school library are:

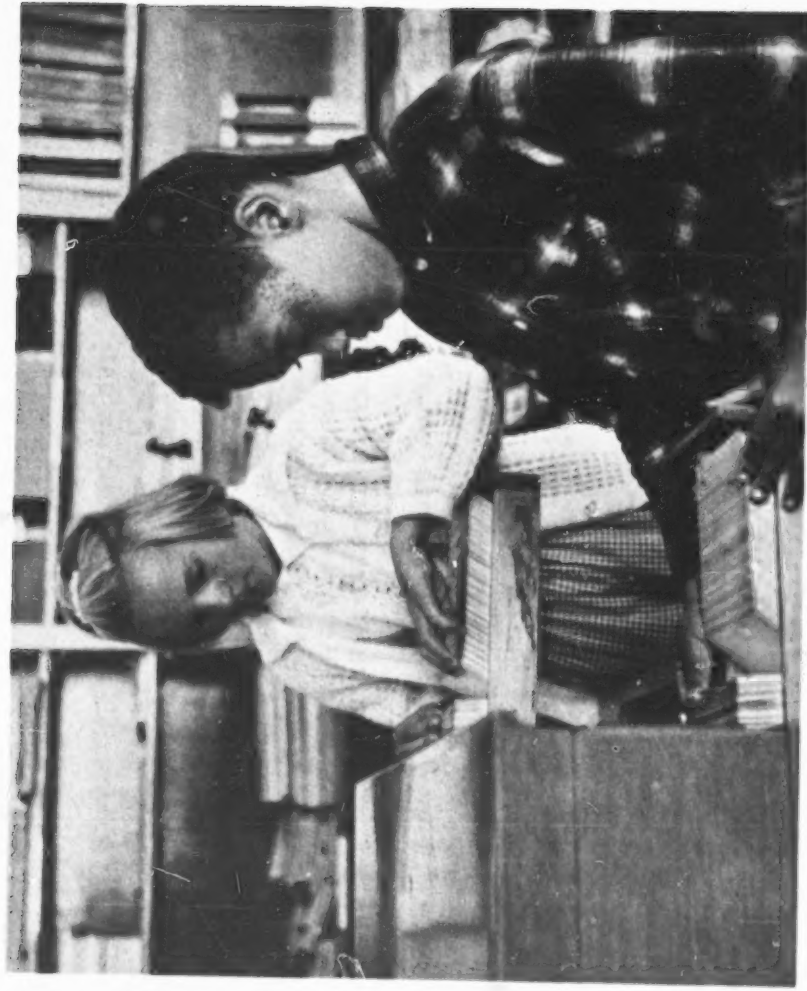
1. To participate effectively in the school program as it strives to meet the needs of pupils, teachers, and other school personnel

2. To provide boys and girls with the library materials and services most appropriate and meaningful in their growth and development as individuals, so that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation
3. To provide an opportunity through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes
4. To help children become skillful and discriminating users of libraries and of printed and audio-visual materials
5. To work with teachers in the selection and use of all types of library materials which contribute to the teaching program
6. To participate with teachers and administrators in programs for continuing professional and cultural growth of the school staff



The reading program, starting in the kindergarten and continuing through each successive grade level, stimulates and motivates the development of good reading habits. Such a program makes extensive use of the varied resource materials in the school library collection to meet the interests and abilities of every student. Provided with materials and attractive surroundings, children are invited and encouraged to satisfy their reading interests. A diversified and effective program of reading makes pupils feel comfortable as readers and contributes to their growth in the discernment and selection of their reading fare and in the appreciation of their reading experiences. The library thus becomes closely identified with their recreational activities as well as with their academic pursuits. Through a reading program geared to the individual needs, all students are encouraged to continue their reading interests after their formal education ceases.

Expert guidance by the library staff encourages every child to pursue his reading interests in the school library. Combined efforts of librarians and teachers are necessary for an effective reading guidance program. The librarian works with all teachers responsible for the development of corrective and individualized reading programs in the school by suggesting books and materials, guiding the reading of students



in the library according to the recommendations of the teachers, and by scheduling library periods and library activities to meet the needs of the students. Guidance in listening and viewing must also be considered. It involves the use of recordings, television and radio programs, films and the theatre, as well as books.

II. LIBRARY INSTRUCTION

Unless the child is properly instructed, he will not profit to the fullest degree in the use of library materials. Instruction for the development of skills in the use of the library can begin as early as a child can use the alphabet and should continue through high school. The student's understanding of how to use the school library effectively is one of the most important tools he brings to classroom experiences. As various skills are introduced, they should be integrated and reinforced by means of proper assignments by the teacher.

In the primary grades, emphasis is placed on the enjoyment of books and reading, library citizenship, location of easy-to-read books, and knowledge of the main parts of a book. About third or fourth grade level, depending upon the individual class, pupils are introduced to the card catalog, non-fiction, Dewey Decimal System, more detailed parts of a

book, comparison of encyclopedias, dictionaries, magazines, etc., until by the time the pupil has reached sixth grade, he is familiar with types of library materials (including those available in the public library) and is acquainted with various types of reference materials on the elementary level, such as, Abridged Readers' Guide and World Almanac. (See Appendix O, page 89, for library skills by grade level.)

III. CLASSICS AND BOOKS OF EXCELLENCE

The school library affords every child an equal opportunity to become acquainted with children's classics and books of excellence.

What are the "classics"? One will find many definitions for the term, but the common denominator in all of them is that a classic is a "work of the highest grade or quality and of acknowledged excellence." Usually the term "classic" is used in reference to a book which has survived more than one generation, whereas a "book of excellence" is more contemporary. It must be remembered that every "classic" was once contemporary, and many of our present "books of excellence" will probably be among the "classics" of tomorrow.

What makes a children's book excellent? Such a book is usually considered as to content, readability, and format. In content it will broaden a child's intellectual and emotional experiences, appeal to his imagination, and give a true picture of life. It is highly charged with interest and human appeal and has elements of surprise, action, liveliness, and conversation. Its humor is comprehensible to the child. Ideas contained within the book are within the child's understanding and appreciation yet are challenging to his mind. In terms of pleasure and information the book has definite values and is adapted to the child's cultural environment.

Judged from the viewpoint of readability, a book of excellence is presented in a style suitable to the child and is not a "written down" version of an adult book. It is clearly and simply written yet possesses a literary style which is effective and suitable to the subject. It is a "first-class" book which provides a standard of taste with which other books may be compared.

In format, the paper, print and size of type used are highly satisfactory. Illustrations are of the highest artistic quality and are suitable to the text. The binding is serviceable and durable, yet serves to make the book look attractive and interesting.

A teachers committee of the District has compiled a list of outstanding books of excellence and proven worth in expanding the reading interests and skills of elementary school children. (See Appendix I, page 63.)

IV. NEWBERY BOOKS

When the publication of children's books increased rapidly during the early part of the twentieth century, concern was felt in many circles over the mediocre output being offered in the guise of children's literature. In order to encourage quality writing in children's books, an annual award was established in 1921 by Mr. Frederick Melcher, editor of Publishers' Weekly, which was to be a recognition of the author of the "most distinguished contribution to American literature for children." This award is known as the Newbery Medal and was so named in honor of John Newbery, an English publisher of the eighteenth century, who is recognized as the first publisher of books for children.

The first award was not actually made until the following year (1922). Determination of the recipient was delegated to the Children's Librarians Section of the American Library Association. In determining the award, only books published during the previous calendar year are considered.

Although the majority of the Newbery Medal books are fiction, some are fairy tales, legendary history, history, etc. Some are primarily for girls and others for boys but many will appeal to both. Also, a wide range in reading level exists, so that it cannot be said that the books are for any particular age group. All children should know about them for their excellence and outstanding qualities. (See Appendix J, page 63, for a list of the Newbery Medal books and the runners-up.)

V. CALDECOTT BOOKS

During the 1930's, picture books for children became more and more numerous. In order to give recognition to some of the outstanding illustrators of this period, Mr. Frederick Melcher decided that a special award should be given annually for illustrators. This award was named the Caldecott Medal, in honor of a nineteenth century English illustrator of children's books, Randolph Caldecott. The award is given annually to the artist "of the most distinguished American Picture Book for Children published in the United States during the preceding year." Designation of the recipient is also done by a special committee similar to that making the Newbery award.

Although Caldecott Books are appreciated by children at any age level, they have great appeal to the younger children. Every child should have the opportunity of knowing these books. Once a child is introduced to beauty, artistry, and quality, he will begin to establish values which develop his appreciation for the finest and best in literature and art, as well as in life. (See Appendix K, page 72, for a list of Caldecott Medal books and the runners-up.)

VI. MAGAZINES AND NEWSPAPERS

Magazines and newspapers are important elements in good school library collections. As these two media of communication often constitute the major fare of many adults, early introduction to the best is important if the child is to learn discrimination in his reading material as well as develop habits of clear thinking.

Magazines and newspapers often contain material not found elsewhere and are primary sources of information about current events. Students read magazines and newspapers for many purposes, school-related and otherwise, and it is important for them to become familiar with a wide range of publications as well as how to read them. For some students, magazines and newspapers are the first and major applications of reading skills.

In format and appearance, the magazine should be easy to handle, with print that will not strain the eyes. Illustrations should be simple and direct with a pleasing use of color and pictures that will cultivate good taste. In content, a superior magazine will have variety -- short stories and poetry as well as informational articles and activities. The stories of the better magazines are written by authors with a gift for children's writing, and the stories evoke desires for good living. Humor should be understandable for the child. There should be something personal in the magazine for each child and the age levels should be clearly indicated.

Since the quality of magazines varies considerably from time to time, they should be re-evaluated periodically. (See Appendix P, page 93, for a list of children's magazines which were rated superior in 1962 by the Library Center.)

Children should also be introduced to a variety of newspapers -- local, metropolitan, state, and national. Through a knowledge of newspapers and instruction in how to read them, which includes comparative analysis in the treatment of news, the pupil will come to understand how events are often distorted and misinterpreted by newspapers which shape public opinion.

VII. AUDIO-VISUAL MATERIALS

Books are not always the best resource to use in a specific teaching-learning situation, nor is the film, radio or television program to be preferred to the printed word. Frequently a cross-media approach to a particular subject or problem is the most effective, each medium of communication reinforcing and enhancing the other.

Records are often used successfully to introduce or review a book, and the child has fun listening to the story as well as reading it. Recitation of poetry on a record or tape makes a poem come alive for the child and often creates an appreciation of it. Filmstrips which highlight the essential parts of a book stimulate the child to read the entire book. All types of audio-visual materials may be used to great advantage in the reading program.

As the elementary school libraries are developed throughout the District, a greater supply of audio-visual materials will become available to enliven and enrich the reading literature programs. (See Appendix M, page 79 for a list of poetry and story records available through the Audio-Visual Center.)

VIII. VERTICAL FILE MATERIAL

Ephemeral materials such as pamphlets, pictures, newspaper clippings, etc. are kept in the Vertical File in a school library. Often this source produces material for reference, research, displays and biographical information which is not obtainable elsewhere. Steps are now being taken in many of the elementary schools to build up this type of information, so that it will be readily available in the school library for all teachers and pupils.

THE APHRODISITES



APPENDICES

APPENDIX A - Elementary Reading Record

APPENDIX B - Vocabulary - Comparison of the Three Basic Reading Series

APPENDIX C - Possible Words Program - Primary Level

APPENDIX D - Possible Words Program - Upper Grade Level

APPENDIX E - Lesson Plan for Unit Teaching

APPENDIX F - Six Reading Laboratories - A Record of Laboratories at Reading Levels Completed

APPENDIX G - A Skill Development Chart

APPENDIX H - High Interest, Low-Vocabulary Books

APPENDIX I - Books - Excellent

APPENDIX J - The Elementary Medal Books

APPENDIX K - The Goodrich Medal Books

APPENDIX L - Books to Read Alone

APPENDIX M - A Partial List of Recordings of Stories and Poems Appropriate to the Elementary Grades

APPENDIX N - Books Concerned With Ethnic and Racial Minorities

APPENDIX O - Library Skills by Grade

APPENDIX P - List of suggested Magazines for Elementary School Libraries

Appendix A Elementary Reading Record

DIRECTIONS TO TEACHERS

1. This form is to be used as the cumulative reading record for pupils in the elementary schools. It should be attached to the child's present reading record to be passed from teacher to teacher as the child progresses. Use one copy for each child. Place the child's name and date of entry on the lines provided. When a child is received as a transfer from another school system, record his reader placement at the time he enters.
2. As each reader is completed, record the date it is finished in the column provided. If a book is not completed, record immediately after the title the number of the last page or section that has been read. Footnote and use an attached sheet if necessary to give the next teacher a clear picture of the child's progress.
3. When a basic reading text is completed, administer the appropriate reading test and record the total score in the column provided. File the test booklet cover which indicates the sub-test scores in the cumulative record folder.
4. If a reader not listed is studied, write the title in the column provided under "Other Readers." Do not include library books, but do indicate those titles of children's literature which have been taught as a regular literature lesson.

Name _____

Date _____

BASIC TEXTS				SUPPLEMENTARY TEXTS															
	GINN	date comp.	test score	ALLYN AND BACON	date comp.	test score	SCOTT, FORESMAN	date comp.	test score	OTHER READERS	date comp.	L. W. SINGER Prose and Poetry	date comp.	ROW, PETERSON Wonder Story Books	date comp.	CHARLES MERRILL Treasury of Literature	date comp.	AMERICAN BOOK Modern McGuffey	date comp.
READINESS	Fun With Tom and Betty			Picture Stories			We Read Pictures We Read More Pictures The New Before We Read												
PRE-PRIMERS	My Little Red Story Book My Little Green Story Book My Little Blue Story Book • Come With Us			At Home Here and Near Here and Away			The New We Look and See The New We Work and Play The New We Come and Go Guess Who												
PRIMERS	The Little White House • Under the Apple Tree			Our School			The New Fun With Dick and Jane					Story Wagon							
FIRST READERS	On Cherry Street • Open the Gate			Our Town			The New Our New Friends					Story Time							
SECOND READERS	We Are Neighbors Around the Corner • Ranches and Rainbows			Fields and Fences Town and Country			The New Friends and Neighbors The New More Friends and Neighbors					Story Train							
THIRD READERS	Finding New Neighbors Friends Far and Near			Magic Windows Story Caravan			The New Streets and Roads The New More Streets and Roads					Story Carnival					Treat Shop		
FOURTH READERS	Roads to Everywhere			Believe and Make Believe			Just Imagine The New Times and Places More Times and Places					Along the Sunshine Trail					Magic Carpet		Paths to Follow
FIFTH READERS	Trails to Treasure			Finding the Way			The New Days and Deeds More Days and Deeds					Across the Blue Bridge					Enchanted Isles		Frontiers to Explore
SIXTH READERS	Wings to Adventure			Arrivals and Departures			The New People and Progress More People and Progress					Aboard the Story Rocket					Adventure Land		Widening Horizons

* Enrichment Readers

APPENDIX B

VOCABULARY COMPARISON OF THE THREE BASIC READING SERIES

GRADE	NEW WORDS		
	Allyn and Bacon	Ginn	Scott, Foresman
Pre-primer I	21	19	17
Pre-primer II	21	23	21
Pre-primer III	21	14	20
Senior Pre-primer	0	0	0
Primer	95	99	100
First	182	171	177
2 - 1	207	226	229
2 - 2	204	223	315
3 - 1	370	335	401
3 - 2	359	347	498
4 or 4 - 1	684	696	451
4 - 2	-	-	513
5 or 5 - 1	767	1035	540
5 - 2	-	-	617
6 or 6 - 1	737	1256	657
6 - 2	-	-	750

APPENDIX C

POSSIBLE WEEKLY PROGRAM FOR PRIMARY LEVEL

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 10:00 a. m. Group IV (slow moving)	Direct teacher guidance New story presentation Silent and oral reading Independent activities Workbook Teacher-made material	Independent activity Work on skills-- vocabulary cards Reading games or language arts, using vocabulary words in sentences Creative art experienced based on story Teacher guidance Re-reading story with em- phasis on comprehension	Independent activity Sequence of story Workbook Reading from Literature Series Teacher guidance Discussion and sharing of stories Work on skills	Teacher guidance New story presentation Silent and oral reading of story Independent activity Working in pairs to answer questions on comprehension of story	Teacher guidance Work on skills Re-reading of story Independent activity Creative writing Write another ending to story or put a new character in the story
9:00 - 10:00 a. m. Group II (above average)	Re-reading activity Comprehension questions Teacher guidance Oral discussion of story and comprehension ques- tions Work on skills	Teacher guidance New story presentation Silent and oral reading of story Independent activity Workbook Teacher-made material Creative reactions Art Creative writing	Teacher guidance Work on skills Re-reading of story for dramatization Independent activity Working in pairs, list things needed for dramatiza- tion--scenery, properties, costumes, sound effects	Independent activity Reading in Literature Series Teacher guidance Discussion of stories Presentation of new story in basal reader	Independent activity Silent reading of new story Comprehension questions Workbook Teacher guidance Discussion of story and questions Workbook skills
2:10 - 3:10 p. m. Group III (average) at grade level	Direct teacher guidance New story presentation Guided reading Independent activity on comprehension skills True-false questions relating to the story Art activity related to the story	Independent activity Workbook Group work in enrichment, compiling class book con- nected with story unit Teacher guidance Song related to the story presented Re-reading of story Making comparisons Discussion of stories in unit Vocabulary review	Teacher guidance Oral reading of favorite stories in the unit Vocabulary test Independent activity Word-study skills Classifying words as to their vowel sounds	Independent activity Reading in Literature Series Teacher guidance Discussion of stories read Presentation of new unit and new story from basal reader	Teacher guidance Guided reading of story Independent activity Comprehension skills Associating characters with specific details Working in pairs, class dictionary of homonyms
2:10 - 3:10 p. m. Group I (fast moving group)	Independent activity Reaction through creative writing to story previous- ly read Word meaning skills Matching words and definitions Teacher guidance Discussion of story Word meaning skills	Teacher guidance New story presentation Poetry in relation to story Independent activity Creative reading--finding reasons for things that happened in the story Word meaning skills Syllabication	Independent activity - Reading of old tales connected with unit Preparation for retelling of stories Looking for important parts and the order of events Teacher guidance - Retelling stories with group setting up standards for good story telling--listening and speaking Retelling the story assignment for Tuesday	Teacher guidance Review vocabulary and syllabication skills New story presentation Independent activity Reading for specific purposes Interpreting pictures Word study skills Word meanings Recognizing homonyms	Independent activity Reading in the Literature Series Teacher guidance Discussion of stories from Literature Series Preparation of Thursday's story for dramatization on Monday

APPENDIX D

POSSIBLE WEEKLY PROGRAM FOR UPPER GRADE LEVEL

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GROUP I (Slow Moving)	See film strip, flat pictures, etc. for building background for story. New vocabulary presented. Read story.	Pupils write questions about the story and exchange them with another person in the same group. Pupils make comparisons of characters in the story, finding common character traits and opportunities; differences in backgrounds and ambitions	Teacher-guided reading of story. Questions given for perceiving time relationships, such as: "Was Lincoln living when Washington was president? Was Lincoln known by your parents? Might Lincoln have learned to spell from Webster's Dictionary? Could Lincoln have ridden on a steamboat?"	Do exercise reviewing accent and syllabication. Workbook pages providing experience in recognizing the emotional reactions in a story and a character. Use of literature books relating to subject area. Creative writing may be done following reading.	Refer to program of Group III Groups I and II will be included in the asking and answering of questions following the program.
GROUP II (Average)	Build background for story, followed by a discussion in preparation for reading. New vocabulary presented. Read story. When stories for Groups I and II are concerning the same person or the same locale, the two groups can be combined on this day for the preparation.	Comprehension questions regarding the story. In pairs pupils think of adjectives to describe the characters in the story. With the teacher, pupils locate and read aloud passages in the story which support their choice of adjectives. Read story orally.	Using library and reference books, children locate on a map the important places and events. Example: These may be from the life of a great person or an outstanding event. Look up meanings for unusual or unfamiliar words used in the story. Workbook pages - skills included are: selecting main ideas, words and their meaning, review in roots, prefixes and suffixes.	Children do creative writing to be presented during the social studies hour. Questions about the new story are given to the class. Pupils read the story for comprehension, writing the answers to the questions as they discover them.	
GROUP III (Fast)	Research concerning story or unit read in previous week(s). Compare fact and fancy, historical background of the time and characters, etc.	Teacher-guided discussion of research work. Plan a program to be presented to the class.	Write original stories. Use of descriptive words--synonyms.	Teacher-guided, plan program. Pupils present stories they have written. Discuss pictures or music which may fit the stories.	Presentation of program to the class. Questions asked regarding the meaning of the story. Class discussion.

APPENDIX E

LESSON PLAN FOR UNIT TEACHING

Teacher's Name _____	Grade _____	Reading Group _____	Date _____
BASIC READER _____	Unit, pages _____		
Unit theme _____			Books or stories to read aloud
Ideas for unit bulletin boards, displays, activities to provide motivations and to strengthen concepts			
Word-attack skills to emphasize	Teacher's Edition pp. _____	Workbook pp. _____	Books or stories for children to read from the school library
Interpretive skills to develop	Teacher's Edition pp. _____	Workbook pp. _____	
Special help for slow learners	Teacher's Edition pp. _____	Other _____	
Accelerated extended work for able readers			Films, Filmstrips, Records

APPENDIX F

S R A READING LABORATORIES

A Record of Laboratories and Reading Levels Completed

(Note to teacher) Please file this sheet in the pupil's permanent record folder.

Grade
and Date

Pupil's Name

School

Date

I a Gr. 1	Gold 1.2	Aqua 1.4	Pur. 1.7	Org. 2.0	Olv. 2.3	Blue 2.6	Brn. 3.0
I b Gr. 2	Aqua 1.4	Pur. 1.7	Org. 2.0	Olv. 2.3	Blue 2.6	Brn. 3.0	Red 4.0
I c Gr. 3	Aqua 1.4	Pur. 1.7	Org. 2.0	Olv. 2.3	Blue 2.6	Brn. 3.0	Red 4.0
II a Gr. 4	Org. 2.0	Olv. 2.3	Blue 2.6	Brn. 3.0	Grn. 3.5	Red 4.0	Tan 4.5
II b Gr. 5	Brn. 3.0	Grn. 3.3	Red 3.6	Tan 4.0	Gold 4.5	Aqua 5.0	Pur. 5.5
II c Gr. 6	Tan 4.0	Gold 4.3	Aqua 4.6	Pur. 5.0	Rose 5.5	Slv. 6.0	Blue 8.0
Elementary Gr. 4-5-6	Org. 2.0	Olv. 2.5	Blue 3.0	Brn. 3.5	Grn. 4.0	Red 5.0	Tan 6.0
III a Gr. 7-8-9	Org. 3.0	Olv. 4.0	Blue 5.0	Brn. 6.0	Grn. 7.0	Red 8.0	Tan 9.0
IV a College Prep	Org. 8.0	Blue 10.0	Red 11.0	Tan 12.0	Aqua 13.0	Pur. 14.0	

A SKILL DEVELOPMENT CHART

Phonetic Analysis	Structural Analysis
Hearing similarities and differences in beginning sounds	Seeing likenesses and differences in objects
Hearing similarities and differences in ending (rhyming)	Observing picture details
Hearing initial consonants in words	s ending as in run - runs
Hearing ending (rhyming) sounds	Upper and lower case as in See - see
Learning initial sounds in words: b c d f g h k l m n p r s t w y	Recognizes sight vocabulary at this level
Initial consonant blends: cl'cr fl sl st tr	s, ed and compound words
Ending consonants: d p t k	Using picture dictionary
Rhyming words	Plurals
Digraphs: ch sh th	Noting parts of compound words
Blends: br fr gr tr fl bl pl sl	Noting endings s, ed, ing
Rhyming: ay an ed ook et ill ow out en ate ox ing og ound	Using picture dictionary
Double consonants	s and es
Blends: nk sn st ck qu se	Verb variants: taking, stepping, hurried
Phonograms: ight	Suffix: er in happier
Digraphs: ng kn ea ay	Contractions
Variant sounds: e.g. short and long vowels	Use of pictures or elementary dictionary
Vowel rules: (a) Silent letter in digraph ai	
(b) Medial vowel short	
(c) Short vowel in two letter words (it)	
(d) Silent e	
(e) Long medial (take)	
(f) Sounds governed by r	
Noting consonant blends: str spr thr	Syllabic division of words
Noting silent letters in gh/kn wr	Ear training - single consonant: la bor, table (le)
Noting variant sounds: cks x c g before o i y s and z	Alphabetize to 1st and 2nd letters
ed as "T" in looked	Noting prefixes: un ex; suffixes: ly self er est en y
Noting like sounds in different double consonants: bal loon	Dividing poly-syllables by rule: compound (post-man);
Vowel digraphs: stair, bear, etc.	double consonant (bal-loon); single consonant (la-bor)
Noting rules	le ending (ta-ble)

APPENDIX H

HIGH-INTEREST, LOW-VOCABULARY BOOKS

<u>Cowboy Sam Series</u>	<u>Level</u>	<u>Dan Frontier Series</u>	<u>Level</u>
Cowboy Sam and Big Bill	Pre-primer	Dan Frontier	Pre-primer
Cowboy Sam and Dandy	Pre-primer	Dan Frontier and the New House	Pre-primer
Cowboy Sam and Freckles	Pre-primer	Dan Frontier Goes Hunting	Primer
Cowboy Sam and Miss Lily	Primer	Dan Frontier and the Big Cat	Primer
Cowboy Sam	Primer	Dan Frontier With the Indians	1st Reader
Cowboy Sam and Porky	Primer	Dan Frontier, Trapper	1st Reader
Cowboy Sam and Flop	1st Reader	Dan Frontier and the Wagon Train	2nd Reader
Cowboy Sam and Shorty	1st Reader	Dan Frontier Scouts With the Army	2nd Reader
Cowboy Sam and Freddy	1st Reader	Dan Frontier, Sheriff	3rd Reader
Cowboy Sam and the Fair	2nd Reader	Dan Frontier Goes Exploring	3rd Reader
Cowboy Sam and the Rodeo	2nd Reader	Dan Frontier Goes to Congress	4th Reader
Cowboy Sam and Sally	2nd Reader		
Cowboy Sam and the Airplane	3rd Reader		
Cowboy Sam and the Indians	3rd Reader	<u>American Farm Series</u>	<u>Level</u>
Cowboy Sam and the Rustlers	3rd Reader	Tim of Tall Grain Farm	1st Reader
		Shad of Circle C Ranch	1st Reader
		Frank of Irrigated Farm	2nd Reader
<u>Button Series</u>	<u>Level</u>	<u>Air-Age Books</u>	<u>Level</u>
Buttons at the Zoo	Pre-primer	Peter and the Unlucky Rocket	2nd Reader
Bucky Buttons	Pre-primer	Peter and the Big Balloon	2nd Reader
Buttons See Things That Go	Pre-primer	Peter and the Rocket Ship	3rd Reader
The Buttons and the Pet Parade	Primer	Peter and the Two-Hour Moon	3rd Reader
The Buttons Take a Boat Ride	Primer	Peter and the Moon Trip	3rd Reader
Buttons and the Whirlybird	1st Reader		
The Buttons and Mr. Pete	1st Reader	<u>Reader's Digest Skill Builder</u>	<u>Level</u>
The Buttons at the Farm	2nd Reader	Part One, Part Two	2nd Reader
The Buttons and the Boy Scouts	2nd Reader	Part One, Part Two	3rd Reader
The Buttons Go Camping	3rd Reader	Part One, Part Two	4th Reader
The Buttons and the Little League	3rd Reader	Part One, Part Two	5th Reader
The Buttons at the Soap Box Derby	3rd Reader	Part One, Part Two	6th Reader
<u>Sailor Jack Series</u>	<u>Level</u>	<u>Reader's Digest Advanced Reading Skill Builder</u>	
Sailor Jack and Homer Pots	Pre-primer	Part One	
Sailor Jack and Eddy	Pre-primer	Part Two	
Sailor Jack and Bluebell	Primer	Part Three	
Sailor Jack and Bluebell's Dive	Primer		
Sailor Jack and the Jet Plane	1st Reader		
Sailor Jack and the Ball Game	1st Reader		
Sailor Jack's New Friend	1st Reader		
Sailor Jack and the Target Ship	2nd Reader		
Sailor Jack Goes North	3rd Reader		

APPENDIX H

HIGH-INTEREST, LOW-VOCABULARY BOOKS

Supplementary Books Available

<u>The Morgan Bay Mysteries</u>	<u>Harr Wagner Publishing Co.</u>	<u>.Level</u>
The Mystery of Morgan Castle		2nd Reader
The Mystery of the Marble Angel		2nd Reader
The Mystery of the Midnight Visitor		3rd Reader
The Mystery of the Missing Marlin		3rd Reader

<u>The Deep-Sea Adventure Series</u>	<u>Harr Wagner Publishing Co.</u>	<u>Level</u>
The Sea Hunt		1st Reader
Treasure Under the Sea		2nd Reader
Submarine Rescue		2nd Reader
The Pearl Divers		2nd Reader
Frogmen in Action		3rd Reader
Danger Below		4th Reader
Whale Hunt		4th Reader

<u>The Jim Forest Readers</u>	<u>Harr Wagner Publishing Co.</u>	<u>Level</u>
Jim Forest and Ranger Don		1st Reader
Jim Forest and the Bandit		1st Reader
Jim Forest and the Mystery Hunter		2nd Reader
Jim Forest and Dead Man's Peak		2nd Reader
Jim Forest and the Flood		2nd Reader
Jim Forest and Lone Wolf Gulch		3rd Reader

APPENDIX I - BOOKS OF EXCELLENCE

The following is a list of children's books of proven excellence. Since it is impossible to include all noteworthy books in one bibliography, an effort has been made to provide titles representing a variety of authors, story themes and interest levels. This bibliography was designed as an aid to teachers in selecting and suggesting books for their pupils. It is not meant to be used as a required or exclusive list. Books dealing with specific areas of literature such as mythology, folk tales, fables, drama and poetry have been deliberately omitted from this list and can be found in the bibliographies of the guide, Thoughts on Literature.

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
THE ADVENTURES OF HUCKLEBERRY FINN Illustrated by Worth Brehm.	Mark Twain	Harper	11 up
ADVENTURES OF TOM SAWYER Tom's adventures involve Aunt Polly and her friends on the one hand, with Huck and his disreputable father on the other. Illustrated by Norman Rockwell.	Samuel Clemens (pseud. Mark Twain)	Heritage	10-12
ALICE'S ADVENTURES IN WONDERLAND THROUGH THE LOOKING-GLASS Two stories of a little girl's dream journeys into lands of enchantment. The Mad Hatter, Tweedledum and Tweedledee, the Dormouse, the White Rabbit, the Red and White Queens, the Cheshire Cat, and other characters have all won permanent places in the child's book world.	Lewis Carroll (pseud. for Charles Lutwidge Dodgson)	Macmillan	9-11
ANOTHER DAY A small boy does stunts with his animal friends in the forest.	Marie Hall Ets	Viking	5-7
AT THE BACK OF THE NORTH WIND Illustrated by F. D. Bedford. One of the best of imaginative stories.	George Macdonald	Macmillan	9-11
BENJAMIN WEST AND HIS CAT, GRIMALKIN This story of the boyhood of Benjamin West is written with an appreciation of the life, the customs, and the pleasures of the early Pennsylvania Quakers.	Marguerite Henry	Bobbs	9-11
THE BIG BOOK OF ANIMAL STORIES A collection of myths, folk and fairy tales about animals.	Margaret Green	Watts	5-8

APPENDIX I - BOOKS OF EXCELLENCE

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
BIG RED Between Danny and his father there was sympathetic understanding, but between Danny and the Irish setter there was devotion that needed no words for expression.	Jim Kjelgaard	Holiday House	10-12
BLUE WILLOW Janey Larkin longed for the day when her family could once again enjoy real home life instead of their roving existence as cotton pickers in the San Joaquin Valley of California.	Doris Gates	Viking	9-11
THE BORROWERS Illustrated. An original story about "little people" who live behind walls and under floors.	Mary Norton	Harcourt	9-11
THE CALL OF THE WILD Illustrated by Paul F. Bransom. A very powerful dog story of absorbing interest to boys.	Jack London	Macmillan	10 up
CHARLOTTE'S WEB Illustrated by Garth Williams. The story of Wilbur, a silly pig, and Charlotte, a spider, his faithful friend. When Wilbur hears about the fall butchering, he has hysterics until Charlotte promises to save him. Her methods bring confusion to the farm families responsible for Wilbur and satisfaction to the smug pig. A combination of hilarity and compassion is superb storytelling.	E. B. White	Harper	8-11
THE CHILDREN OF GREEN KNOWE Illustrated by Peter Boston. When Tolly comes to Green Knowe a vacation with his great-grandmother, he finds the children who lived there in the seventeenth century. This is a story for the imaginative child.	Lucy M. Boston	Harcourt	8-11
CHRISTMAS CAROL Ebenezer Scrooge, Tiny Tim, Bob Cratchit and all the other characters of this well known tale are as beloved today as they were over a century ago when this story first appeared.	Charles Dickens	Macmillan	11 up

APPENDIX I - BOOKS OF EXCELLENCE

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
CROW BOY This beautiful book tells of a small Japanese boy at a village school. Ignored by his classmates and considered strange, he wins admiration as they begin to understand him and his difficulties.	Taro Yashima	Viking	5-8
DASH AND DART The first year in the life of twin fawns is simply and beautifully told.	Conrad and Mary Buff	Viking	6-8
DOWN, DOWN THE MOUNTAIN A warm and appealing story of the Blue Ridge mountain folk which will help children to understand their neighbors.	Ellis Credle	Nelson	6-8
FAMOUS PAINTINGS A well-chosen gallery of 172 pictures accompanied by text telling what to look for in each one.	Alice Elizabeth Chase	Platt	8-11
THE FIGHT FOR UNION An authoritative interpretation of famous debates and issues leading to the Civil War. Illustrated with photographs and reproductions of paintings.	Margaret Coit	Houghton	10-12
THE 500 HATS OF BARTHOLOMEW CUBBINS Bartholomew's hat troubles never lose their charm. The humor grows with each reading.	Theodor Seuss Geisel (pseud. Dr. Seuss)	Vanguard	6-9
FLOATING ISLAND Illustrated by the author. An original and remarkably well-written story of the adventures of a family of dolls shipwrecked on a tropical island.	Anne Parrish	Harper	7-9
FRONTIER LIVING Illustrated by the author. A comprehensive and authoritative text and a wealth of drawings make this a valuable supplement to the study of the period.	Edwin Tunis	World	10-12
THE GOOD MASTER A lively young girl from Budapest goes to live on her uncle's farm in Hungary.	Kate Seredy	Viking	9-11

APPENDIX I - BOOKS OF EXCELLENCE

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
HAILSTONES AND HALIBUT BONES Delightful poems about color.	Mary O'Neill	Doubleday	5-9
HEIDI Story of the Swiss mountain girl, Heidi, whose nature wins the affection of her gruff old grandfather and all who know her.	Johanna Spyri	Grosset	8-11
HERE COME THE BEES! Simple text and clear illustrations on the habits of bees.	Alice E. Goudey	Scribner	6-8
HEY DIDDLE DIDDLE PICTURE BOOK The famous illustrator, R. Caldecott, in one of a series of books of nursery rhymes.	Randolph Caldecott	Warne	5-7
HOMER PRICE Homer Price catches burglars with his pet skunk, copes with a ferocious doughnut machine in his uncle's lunchroom and exposes the super-colossal comic strip hero, Super Duper.	Robert McCloskey	Viking	8-11
"I CAN'T," SAID THE ANT Illustrated by the author. An original nursery tale concern- ing a kitchen accident and rescue.	Polly Cameron	Coward	6-9
I MET A MAN Illustrated by Robert Osborn. Rhymes, riddles, and word games which lead the beginning reader on to fun with words.	John Ciardi	Houghton	5-7
IMPUNITY JANE Illustrated by Adrienne Adams. Adventures of a tiny doll in a boy's pocket.	Rumer Godden	Viking	9-11
THE INCREDIBLE JOURNEY Illustrated by Carl Burger. An extraordinarily credible de- piction of two dogs and a cat and their cooperation on a long journey homeward through Canadian wilderness.	Sheila Burnford	Little	10-12
IN MY MOTHER'S HOUSE This book gives a picture of our plains Indians today; their work, their communal life, and their attitudes and ideals.	Ann Nolan Clark	Viking	6-9

APPENDIX I - BOOKS OF EXCELLENCE

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
JEANNE-MARIE COUNTS HER SHEEP One of a series of picture books about a French girl.	Francoise	Scribner	5-7
JEFF AND MR. JAMES' POND A small boy learns about nature when he helps to dig a pond.	Esther Macbain Meeks	Lathrop	5-8
JUNGLE BOOK Illustrated by Kurt Wiese. Stories of the East Indian jungles and of Mowgli who, although human, was adopted by the wolf pack and taught the laws of the jungle by Bagheera, the panther, and Baloo, the bear.	Rudyard Kipling	Doubleday	8-11
JUST SO STORIES Juvenile edition. A book of animal stories for all ages.	Rudyard Kipling	Doubleday	9-11
THE KNIGHTS OF KING MIDAS Illustrated by Brian Wildsmith. A gang of French children organize and carry out a project to aid some elderly people evicted from their shanty homes in a Riviera community.	Paul Berna	Pantheon	11-12
KON-TIKI Translated by F. H. Lyon. A spell-binding chronicle of the voyage from Peru to the Polynesian Islands taken by the author and five companions on a balsa wood raft.	Thor Heyerdahl	Rand	11 up
LITTLE AUTO One of a series of books about Mr. Small.	Lois Lenski	Oxford	5-7
LITTLE HOUSE IN THE BIG WOODS Story of a pioneer childhood in the Wisconsin woods, and first of a series based upon memories of the author's own experiences.	Laura Ingalls Wilder	Harper	9-11
THE LITTLE JUGGLER The old French legend adapted and illustrated in glowing medieval-style pictures.	Barbara Cooney	Hasting	7-10
THE LITTLE LAME PRINCE A collection of fairy tales. An old favorite.	Mrs. D. M. Craik	Macmillan Little Library Edit.	7-9

APPENDIX I - BOOKS OF EXCELLENCE

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
LITTLE PEAR Story of a Chinese boy.	Eleanor F. Lattimore	Harcourt	6-8
THE LITTLE PRINCE Translated by Katherine Woods. A modern fairy tale with fresh qualities drawn from the stars, the African desert and the childhood memory of the French author-artist.	Antoine de Saint-Exupery	Harcourt	11 up
THE LITTLE TINY ROOSTER A rooster shows courage when a fox invades the hen house.	Will and Nicolas	Harcourt	5-7
LITTLE WOMEN Illustrated by Hilda Van Stockum. The four March girls and their mother are genuine people, delightfully individual. Children follow their struggles, fun, tragedy, romance with as much interest today as they ever did.	Louisa M. Alcott	World	11 up
MADELINE Life in a Paris school for little girls follows a pleasant pat- tern until Madeline interrupts the traditional routine.	Ludwig Bemelmans	Simon and Schuster	4-7
MARY POPPINS From the time that Mary Poppins, the new nursemaid, slid gracefully up the bannister, until holding fast to her parrot- handled umbrella she was carried away by the West Wind, the Banks children never knew a dull moment.	Pamela Travers	Harcourt	8-11
MEN OF IRON An exceptional story of the time of King Henry IV.	Howard Pyle	Harper	11 up
MERRY ADVENTURES OF ROBIN HOOD Wrongfully deprived of his lands and title, Robin Hood, the Earl of Huntington, gathers about him a gay band of follow- ers. In Sherwood Forest they wage war upon the cruel and greedy, right the wrongs of the poor, and are eventually par- doned by the king.	Howard Pyle	Scribner	9-12
MILLIONS OF CATS The little old man chose "millions and billions and trillions" of cats to keep his lonely wife company at home.	Wanda Gag	Coward-McCann	4-7

APPENDIX I - BOOKS OF EXCELLENCE

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
THE MOFFATS Illustrated by Louis Slobodkin. Story of a Connecticut family.	Eleanor Estes	Harcourt	9-11
MOMO'S KITTEN Momo adopts a stray cat who soon has a litter of kittens. The facts of life are presented with candor and beauty.	Mitsu Yashima	Viking	5-7
MOY MOY Story of life in a Chinese neighborhood of Los Angeles.	Leo Politi	Scribner	5-8
MR. POPPER'S PENGUINS Illustrated by Robert Lawson. Life in the Popper family was never quite the same after Mr. Popper received a penguin as a gift from an Antarctic explorer.	Richard and Florence Atwater	Little, Brown	8-11
NATIONAL VELVET Illustrated by Paul Brown. A new edition of a fine family story of contemporary life.	Enid Bagnold	Morrow	11 up
NEW FRIENDS FOR SUSAN A little Japanese-American girl goes to school in Berkeley, California. She makes friends easily and is happy to share her kimonos and her Doll Festival with her classmates. When her cousin arrives from Japan and visits school with her, they demonstrate together how children find the way to bridge even the most diverse cultures.	Yoshiko Uchida	Scribner's	8-12
THE NOBLE DOLL An antique doll and a Mexican girl are the heroines in this Christmas story.	Elizabeth Coatsworth	Viking	7-10
OLA Story of a Norwegian boy and his skiing adventures.	Ingri and Edgar D'Aulaire	Doubleday	5-8
OTTO OF THE SILVER HAND The son of a German robber baron, and his adventures in a time of cruel war and deadly feuds.	Howard Pyle	Scribner	9-11

APPENDIX I - BOOKS OF EXCELLENCE

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
A POPPY IN THE CORN Changing relationships among four very real children during a summer on their own.	Stella Weaver	Pantheon	11-12
THE PRINCE AND THE PAUPER The boy king, Edward VI, and Tom Canty, a poor boy of the period, change places.	Mark Twain	Harper	11 up
THE PRINCESS AND THE GOBLIN Illustrated by F. D. Bedford. One of the best of wonder stories.	George Macdonald	Macmillan	7-9
RETURN TO GONE-AWAY Illustrated by Beth and Joe Krush. A skillfully written story of children and the background of their summer fun.	Elizabeth Enright	Harcourt	10-12
ROBINSON CRUSOE Being shipwrecked and cast ashore on a desert island is a fate most boys envy, and each generation admires the inge- nuity and bravery of Robinson Crusoe in his struggle for ex- istence.	Daniel Defoe	Scribner	11 up
ROOTABAGA STORIES Illustrated by Maud and Miska Petersham. Nonsense, fan- tasy and reality are in these very original American stories.	Carl Sandburg	Harcourt	7-9
ROUNDABOUT TURN A toad tries to discover if the world is really round.	Robert Charles	Warne	5-8
THE SECRET GARDEN A mystery story with a Yorkshire garden for its setting.	Frances Hodgson Burnett	Lippincott	9-11
THE STORY ABOUT PINE A naughty little duckling ventures away from his family and home on a Chinese houseboat.	Marjorie Flack	Viking	6-8
STORY OF BABAR The adventures of Babar, the elephant, when he comes to live in Paris.	Jean de Brunhoff	Random	5-7

APPENDIX I - BOOKS OF EXCELLENCE

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
THE STORY OF FERDINAND What happens when a gentle bull who loves to smell flowers is goaded into temporary fierceness by the sting of a bee.	Munro Leaf	Viking	6-8
SUN UP A description in pictures and prose poem of a hot summer day in the country.	Alvin Tresselt	Lothrop	5-7
THE SUPERLATIVE HORSE Story of a boy who becomes chief groom in the finest stable in ancient China.	Jean Merrill	Scott	7-10
SWISS FAMILY ROBINSON Illustrated by Jeanne Edwards.	Johann David Wyss	Rainbow Classics World	10-12
THE TAILOR OF GLOUCESTER A Christmas story of rare charm and literary quality.	Beatrix Potter	Warne	5-7
THERE IS A DRAGON IN MY BED Il y a un DRAGON dans MON LIT Illustrated by Irene Haas. Hilariously illustrated picture book. . . "useful phrases in French and English for young la- dies and gentlemen going abroad or staying at home."	Sesyle Joslin	Harcourt	9-12
THIMBLE SUMMER A charming modern story of a little girl's summer on a Wis- consin farm.	Elizabeth Enright	Rinehart	7-9
THE THREE WISHES Illustrated by Galdone. The old folk tale about the woodman, three wishes, and a black pudding.	Joseph Jacobs	Whittlesey	5-8
THE TOMTEN A friendly troll speaks in a language only animals and chil- dren understand.	Astrid Lindgren	Coward	5-7
TREASURE ISLAND A dying pirate in a lonely inn starts young Jim Hawkins on a remarkable quest for buried treasure.	Robert Louis Stevenson	Scribner	11 up

APPENDIX I - BOOKS OF EXCELLENCE

Title	Author	Publisher	Recommended for Ages
TWENTY THOUSAND LEAGUES UNDER THE SEA . . . Illustrated by W. J. Aylward. A forerunner of modern stories of submarine adventure. Many of the "dreams" of Jules Verne have been proved to have a scientific basis.	Jules Verne	Scribner	11 up
TWO IS A TEAM A story of the spontaneous friendship and cooperation of two little boys who live in the same neighborhood. Race is not mentioned in the text but is shown in the illustrations by the Negro artist, Ernest Crichlow.	Lorraine and Jerrold Beim	Harcourt, Brace	6-9
UNCLE REMUS, HIS SONS AND HIS SAYINGS Illustrated by the author. A. B. Frost recreated these stories with his pictures, which are inseparable from them.	Joel Chandler Harris	Appleton	7-9
UNDERSTOOD BETSY Illustrated by Catherine Barnes. A bright new edition of the story of Elizabeth Ann on a Vermont farm.	Dorothy Canfield	Holt	9-11
WHEEL ON THE CHIMNEY Storks in the nest and in full flight over Europe and Africa. Superb pictures in color. Simple text.	Margaret Wise Brown, Tibor Gergely	Lippincott	6-8
WHEN WE WERE VERY YOUNG NOW WE ARE SIX Perhaps the best light verse ever written for young children, these two books are full of nonsense, whimsy and unexpected imaginings, but no fairies.	Alan A. Milne	Dutton	5-8
WHERE DOES EVERYONE GO? The wintertime activities of various creatures in rhyme.	Aileen Fisher	Crowell	5-7
THE WING ON A FLEA; A BOOK ABOUT SHAPES This picture book is stimulating and humorous in its introduction of elementary concepts.	Ed Emberly	Little	6-9
WIND IN THE WILLOWS Stories of small animal adventures first told by the author to his little son.	Kenneth Grahame	Heritage	9-11

APPENDIX I - BOOKS OF EXCELLENCE

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
WINNIE-THE-POOH Six-year-old Christopher Robin listens to stories about his toy pets, Rabbit, Piglet, Eeyore, the donkey, Kanga and Baby Roo, and especially about Winnie-the-Pooh.	Alan A. Milne	Dutton	5-8
THE WONDER BOOK Illustrated by Gustaf Tenggren. This edition also contains <u>The Tanglewood Tales.</u>	Nathaniel Hawthorne	Houghton	10-12
THE WONDERFUL ADVENTURES OF NILS Translated by Velma Swanston Howard. Illustrated by Hans Baumhauer. A wonder story about Sweden. This edition contains also <u>The Further Adventures of Nils.</u>	Selma Lagerlof	Pantheon	9-12
THE WONDERFUL WINTER Young Sir Robin Wakefield had a hard enough time with his three severe aunts, but when an unpleasant tutor was added, the boy and his dog set off for London. Half starved, he fi- nally blundered into Mr. Shakespeare's own theater where he was discovered by the poet. A delightful picture of many aspects of Elizabethan London and the theater of Will Shakes- peare.	Marchette Chute	Dutton	11 up
THE YEARLING Story of a lonely little boy, Jody, in the poverty-stricken wastelands of Florida. Illustrated by N. C. Wyeth.	Marjorie Kinnan Rawlings	Scribner	11 up

APPENDIX J - THE NEWBERY MEDAL BOOKS

The following list of books includes the award winners (upper case and listed first) and the runners-up for each year. The date in the left-hand column indicates the year in which the award was conferred. All books

in each group were necessarily published the preceding year. The name of the present publisher, if not the same as when the book was originally published, is given in parentheses.

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
1922 THE STORY OF MANKIND An outline of history from the time of the cave man to the beginning of World War II. The revised edition contains a supplement on World War II by the author's son.	Hendrik Van Loon	Boni and Liveright (Garden City Books)	11 up
<u>The Great Quest</u> <u>Cedric, the Forester</u> <u>The Old Tobacco Shop</u> <u>The Golden Fleece</u> <u>Windy Hill</u>	Charles B. Hawes. Bernard G. Marshall William Bowen Padraic Colum Cornelia Meigs	Little, Brown Appleton-Century-Crofts Macmillan Macmillan Macmillan	
1923 THE VOYAGES OF DOCTOR DOLITTLE Funny adventures of a doctor who learned animal language. No record of the runners-up.	Hugh Lofting	Stokes (Lippincott)	8-11
1924 THE DARK FRIGATE Adventures of a 17th century boy who was captured by pirates. No record of the runners-up.	Charles B. Hawes	Little, Brown	11 up
1925 TALES FROM SILVER LANDS Folklore of South America. Illustrated by Paul Honore. <u>Nicholas</u> <u>Dream Coach</u>	Charles J. Finger Anne Carroll Moore Anne and Dillwyn Parrish Arthur B. Chrisman	Doubleday, Doran (Doubleday) Putnam Macmillan Dutton	8-12 9-12
1926 SHEN OF THE SEA Short stories of Chinese life. Illustrated by Else Haseleiriis. <u>The Voyagers</u>	Padraic Colum Will James	Macmillan Scribner	10-12
1927 SMOKEY, THE COWHORSE Life story of a pony, told by a cowboy in the language of the range, with pictures of the range, corral, roundup, and the rodeo. No record of the runners-up.			

APPENDIX J - THE NEWBERY MEDAL BOOKS

Title	Author	Publisher	Recommended for Ages
1932 (runners-up)			
<u>The Fairy Circus</u>	Dorothy Lathrop	Macmillan	
<u>Calico Bush</u>	Rachel Field	Macmillan	
<u>Boy of the South Seas</u>	Eunice Tietjens	Coward-McCann	
<u>Out of the Flame</u>	Eloise Lounsbery	Longmans, Green	
<u>Jane's Island</u>	Marjorie Hill Allee	Houghton Mifflin	
<u>Truce of the Wolf</u>	Mary Gould Davis	Harcourt, Brace	
1933 YOUNG FU OF THE UPPER YANGTZE The story of a Chinese country boy as he begins his apprenticeship as a coppersmith in Chungking. Authentic background at the time of writing. Illustrated by Kurt Wiese.	Elizabeth Foreman Lewis	Winston (Holt, Rinehart and Winston)	10-12
<u>Hepatica Hawks</u>	Rachael Field	Macmillan	
<u>Romantic Rebel</u>	Hildegarde Hawthorne	Appleton-Century-Crofts	
<u>Auntie</u>	Maude & Miska Petersham	Doubleday, Doran (Doubleday)	
<u>Tirra Litra</u>	Laura E. Richards	Little, Brown	
<u>Little House in the Big Woods</u>	Laura Ingalls Wilder	Harper	
1934 INVINCIBLE LOUISA Biography of Louisa M. Alcott, author of <u>Little Women</u> .	Cornelia Meigs	Little, Brown	10-12
<u>Forgotten Daughter</u>	Caroline Dale Snedeker	Doubleday, Doran (Doubleday)	
<u>Swords of Steel</u>	Elsie Singmaster	Houghton Mifflin	
<u>ABC Bunny</u>	Wanda Gag	Coward-McCann	
<u>Winged Girl of Knossos</u>	Erick Berry	Appleton-Century-Crofts	
<u>New Land</u>	Sarah L. Schmidt	McBride	
<u>Apprentices of Florence</u>	Anne Kyle	Houghton Mifflin	
1935 DOBRY The story of a Bulgarian boy who wanted to become a sculptor. Illustrated by Atanas Katchamakoff.	Monica Shannon	Viking	10-12
<u>The Pageant of Chinese History</u>	Elizabeth Seeger	Longmans, Green	
<u>Davy Crockett</u>	Constance Rourke	Harcourt, Brace	
<u>A Day on Skatés</u>	Hilda Van Stockum	Harper	
1936 CADDIE WOODLAWN Adventures of a young girl and her brothers in 19th century Wisconsin. Illustrated by Kate Seredy.	Carol Ryrie Brink	Macmillan	9-11

APPENDIX J - THE NEWBERY MEDAL BOOKS

	<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
1936	(runners-up) <u>Honk, the Moose</u> <u>The Good Master</u> <u>Young Walter Scott</u> <u>All Sail Set</u>	Phil Strong Kate Seredy Elizabeth Janet Gray Armstrong Sperry	Dodd, Mead Viking Viking Winston (Holt, Rinehart & Winston)	
1937	ROLLER SKATES A little girl explores New York City on her roller skates in the late 19th century. Illustrated by Valenti Angelo.	Ruth Sawyer	Viking	10-12
	<u>Phoebe Fairchild: Her Book</u> <u>Whistler's Van</u> <u>Winterbound</u> <u>Audubon</u> <u>The Codfish Musket</u>	Lois Lenski Idwal Jones Margery Bianco Constance Rourke Agnes D. Hewes	Stokes (Lippincott) Viking Viking Harcourt, Brace Doubleday, Doran (Doubleday)	
1938	THE WHITE STAG A legendary story of the migration of Hungarians to new lands.	Kate Seredy	Viking	10-12
	<u>Bright Island</u> <u>Pecos Bill</u> <u>On the Banks of Plum Creek</u>	Mabel L. Robinson James Cloyd Bowman Laura Ingalls Wilder	Random House Whitman Harper	
1939	THIMBLE SUMMER A Wisconsin farm story in which a young girl finds a magic thimble.	Elizabeth Enright	Farrar & Rinehart (Holt, Rinehart and Winston)	9-11
	<u>Leader by Destiny</u> <u>Penn</u> <u>Nino</u> <u>"Hello, the Boat!"</u> <u>Mr. Popper's Penguins</u>	Jeanette Eaton Elizabeth Janet Gray Valenti Angelo Phyllis Crawford Richard & Florence Atwater	Harcourt, Brace Viking Viking Holt Little, Brown	
1940	DANIEL BOONE A spirited biography of a famous person.	James H. Daugherty	Viking	9-11
	<u>The Singing Tree</u> <u>Runner of the Mountain Tops</u> <u>By the Shores of Silver Lake</u> <u>Boy With a Pack</u>	Kate Seredy Mabel L. Robinson Laura Ingalls Wilder Stephen W. Meader	Viking Random House Harper Harcourt, Brace	

APPENDIX J - THE NEWBERY MEDAL BOOKS

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
1941 CALL IT COURAGE The story of a Polynesian boy who learned to conquer his fear of the sea.	Armstrong Sperry	Macmillan	9-11
<u>Blue Willow</u> <u>Young Mac of Fort Vancouver</u> <u>The Long Winter</u> <u>Nansen</u>	Doris Gates Mary Jane Carr Laura Ingalls Wilder Anna Gertrude Hall	Viking Crowell Harper Viking	
1942 THE MATCHLOCK GUN A true story of a brave boy who defended his mother and sister from Indians in colonial America. Illus- trated by Paul Lantz.	Walter D. Edmonds	Dodd, Mead	10-12
<u>Little Town on the Prairie</u> <u>George Washington's World</u> <u>Indian Captive</u> <u>Down Ryton Water</u>	Laura Ingalls Wilder Genevieve Foster Lois Lenski E. R. Gaggin	Harper Scribner Stokes (Lippincott) Viking	
1943 ADAM OF THE ROAD The story of a minstrel boy in 13th century England. Illustrated by Robert Lawson.	Elizabeth Janet Gray	Viking	11-12
<u>The Middle Moffat</u> <u>"Have You Seen Tom Thumb?"</u>	Eleanor Estes Mabel Leigh Hunt	Harcourt, Brace Stokes (Lippincott)	
1944 JOHNNY TREMAIN The story of a young boy who plays an important part in the American Revolution. Illustrated by Lynd Ward.	Esther Forbes	Houghton Mifflin	11-12
<u>These Happy Golden Years</u> <u>Fog Magic</u> <u>Rufus M.</u> <u>Mountain Born</u>	Laura Ingalls Wilder Julia L. Sauer Eleanor Estes Elizabeth Yates	Harper Viking Harcourt, Brace Coward-McCann	
1945 RABBIT HILL A humorous story of small garden animals in Connec- ticut.	Robert Lawson	Viking	8-11
<u>The Hundred Dresses</u> <u>The Silver Pencil</u> <u>Abraham Lincoln's World</u> <u>Lone Journey</u>	Eleanor Estes Alice Dalgliesh Genevieve Foster Jeanette Eaton	Harcourt, Brace Scribner Scribner Harcourt, Brace	

APPENDIX J - THE NEWBERY MEDAL BOOKS

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
1946 STRAWBERRY GIRL Adventures of a young girl in Florida. A regional story.	Lois Lenski	Lippincott	9-11
Justin Morgan Had a Horse <u>The Moved-Outers</u> <u>Bhimsa, the Dancing Bear</u> <u>New Found World</u>	Marguerite Henry Florence C. Means Christine Weston Katherine B. Shippen	Wilcox & Follett Houghton Mifflin Scribner Viking	
1947 MISS HICKORY The story of a doll made from a hickory nut and a branch of apple tree. Illustrated by Ruth Gannett.	Carolyn Sherwin Bailey	Viking	8-11
<u>The Wonderful Year</u> <u>Big Tree</u> <u>The Heavenly Tenants</u> <u>The Avion My Uncle Flew</u> <u>The Hidden Treasure of Glaston</u>	Nancy Barnes Mary and Conrad Buff William Maxwell Cyrus Fisher Eleanore M. Hewett	Messner Viking Harper Appleton-Century-Crofts Viking	
1948 THE TWENTY-ONE BALLOONS The adventures of a professor who travels around the world in a balloon and lands on an island inhabited by strange people.	William Pene du Bois	Viking	9-11
<u>Pancakes-Paris</u> <u>Li Lun, Lad of Courage</u> <u>The Quaint and Curious Quest of Johnny Longfoot</u> <u>The Cow-Tail Switch</u> <u>Misty of Chincoteague</u>	Claire Huchet Bishop Carolyn Treffinger Catherine Besterman Harold Courlander and George Herzog Marguerite Henry Marguerite Henry	Viking Abingdon-Cokesbury Bobbs-Merrill Holt, Rinehart & Winston Rand McNally Rand McNally	
1949 KING OF THE WIND The story of a famous horse, Godolphin Arabian, who was an ancestor of another famous horse, Man O'War. Illustrated by Wesley Dennis.			9-11
<u>Seabird</u> <u>Daughter of the Mountains</u> <u>My Father's Dragon</u> <u>Story of the Negro</u>	Holling Clancy Holling Louise Rankin Ruth S. Gannett Arna Bontemps	Houghton Mifflin Viking Random House Knopf	

APPENDIX J - THE NEWBERY MEDAL BOOKS

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
1950 THE DOOR IN THE WALL The story of a courageous crippled boy in 13th century England who wants to serve his king.	Marguerite deAngeli	Doubleday	9-11
<u>Tree of Freedom</u>	Rebecca Caudill	Viking	
<u>Blue Cat of Castle Town</u>	Catherine Coblentz	Longmans, Green	
<u>Kildee House</u>	Rutherford Montgomery	Doubleday	
<u>George Washington</u>	Genevieve Foster	Scribner	
<u>Song of the Pines</u>	Walter & Marion Havighurst	Winston (Holt, Rinehart & Winston)	
1951 AMOS FORTUNE, FREE MAN An inspiring story of a slave who bought his own free- dom. Illustrated by Nora Unwin.	Elizabeth Yates	Aladdin	10-12
<u>Better Known as Johnny Applesseed</u>	Mabel Leigh Hunt	Lippincott	
<u>Gandhi, Fighter Without a Sword</u>	Jeanette Eaton	Morrow	
<u>Abraham Lincoln, Friend of the People</u>	Clara I. Judson	Wilcox & Follett	
<u>The Story of Appleby Capple</u>	Anne Parrish	Harper	
1952 GINGER PYE The story of a charming puppy who mysteriously dis- appeared.	Eleanor Estes	Harcourt, Brace	9-11
<u>Americans Before Columbus</u>	Elizabeth Chestley Baity	Viking	
<u>Minn of the Mississippi</u>	Holling C. Holling	Houghton Mifflin	
<u>The Defender</u>	Nicholas Kalashnikoff	Scribner	
<u>The Light at Tern Rock</u>	Julia L. Sauer	Viking	
<u>The Apple and the Arrow</u>	Mary Buff	Houghton Mifflin	
1953 SECRET OF THE ANDES Cusi, a Peruvian boy, lives with an old herder and learns the traditions of his people as they care for a llama herd. Illustrated by Jean Charlot.	Ann Nolan Clark	Viking	10-12
<u>Charlotte's Web</u>	E. B. White	Harper	
<u>Moccasin Trail</u>	Eloise J. McGraw	Coward-McCann	
<u>Red Sails to Capri</u>	Ann Weil	Viking	
<u>The Bears on Hemlock Mountain</u>	Alice Dalgliesh	Scribner	
<u>Birthdays of Freedom</u>	Genevieve Foster	Scribner	

APPENDIX J - THE NEWBERY MEDAL BOOKS

Year	Title	Author	Publisher	Recommended for Ages
1954	...AND NOW, MIGUEL Miguel, a twelve-year-old boy, longs for the day when he will be old enough to go with the others as they take the sheep to pasture. Illustrated by Jean Charlot.	Joseph Krumboltz	Crowell	10-12
	<u>All Alone</u>			
	<u>Shadrach</u>	Claire Huchet Bishop	Viking	
	<u>Hurry Home, Candy</u>	Meindert DeJong	Harper	
	<u>Theodore Roosevelt, Fighting Patriot</u>	Meindert DeJong	Harper	
	<u>Magic Maize</u>	Clara I. Judson	Follett	
		Mary Buff	Houghton Mifflin	
1955	THE WHEEL ON THE SCHOOL Storks are brought back to their island by Dutch school children. Illustrated by Maurice Sendak.	Meindert DeJong	Harper	10-12
	<u>The Courage of Sarah Noble</u>	Alice Dalgliesh	Scribner	
	<u>Banner in the Sky</u>	James Ramsay Ullman	Lippincott	
1956	"CARRY ON, MR. BOWDITCH" As a ship chandler's apprentice in 1790, Nathaniel Bowditch had only his curiosity to teach him figures, yet the tables he later devised for navigators have been guiding ships ever since.	Jean L. Latham	Houghton Mifflin	10-12
	<u>The Golden Name Day</u>	Jennie D. Lindquist	Harper	
	<u>The Secret River</u>	Marjorie Kinnan Rawlings	Scribner	
	<u>Men, Microscopes and Living Things</u>	Katherine B. Shippen	Viking	
1957	MIRACLES ON MAPLE HILL A realistic story of sugaring and farming in which a girl and her brother discover the outdoors. Illustrated by Beth and Joe Krush.	Virginia Sorensen	Harcourt, Brace	8-11
	<u>Old Yeller</u>	Fred Gipson	Harper	
	<u>The House of Sixty Fathers</u>	Meindert DeJong	Harper	
	<u>Mr. Justice Holmes</u>	Clara I. Judson	Follett	
	<u>The Corn Grows Ripe</u>	Dorothy Rhoads	Viking	
	<u>Black Fox of Lorne</u>	Marguerite deAngeli	Doubleday	
1958	RIFLES FOR WATIE Jeff, a sixteen-year-old boy, serves with the Union Army and helps fight the Civil War out west. Illustrated by Peter Burchard.	Harold Keith	Crowell	12 up

APPENDIX J - THE NEWBERY MEDAL BOOKS

	<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
1958	(runners-up) <u>The Horsecatcher</u> <u>Gone-Away Lake</u> <u>The Great Wheel</u> <u>Tom Paine, Freedom's Apostle</u>	Mari Sandoz Elizabeth Enright Robert Lawson Leo Gurko	Westminster Harcourt Viking Crowell	
1959	THE WITCH OF BLACKBIRD POND An historical romance set in Puritan Connecticut with the theme of witchcraft. <u>The Family Under the Bridge</u> <u>Along Came a Dog</u> <u>Chucaro</u> <u>The Perilous Road</u>	Elizabeth G. Speare Natalie S. Carlson Meindert DeJong Francis Kalnay William O. Steele	Houghton Mifflin Harper Harper Harcourt Harcourt	12 up
1960	ONION JOHN The story of a strange friendship between a twelve- year-old boy and the town's vegetable peddler, Onion John. Illustrated by Symeon Shimin. <u>My Side of the Mountain</u> <u>America is Born</u> <u>The Gammage Cup</u>	Joseph Krumgold Jean George Gerald Johnson Carol Kendall	Crowell Dutton Morrow Harcourt	11 up
1961	ISLAND OF THE BLUE DOLPHINS A story, based on fact, of an Indian girl who spent 18 years alone on a rocky island off the coast of Califor- nia in the 1800's. <u>America Moved Forward</u> <u>Old Ramon</u> <u>The Cricket in Times Square</u>	Scott O'Dell Gerald Johnson Jack Schaefer George Selden	Houghton Mifflin Morrow Houghton Mifflin Farrar	10 up
1962	THE BRONZE BOW A boy's hatred of the Romans is turned to love by Jesus of Nazareth. <u>Belling the Tiger</u> <u>Frontier Living</u> <u>The Golden Goblet</u>	Elizabeth George Speare Mary Stolz Edwin Tunis Eloise Jarvis McGraw	Houghton Mifflin Harper World Coward	11 up
1963	A WRINKLE IN TIME Meg and her brother travel to outer space and free their father from the power of "It" on a faraway planet. <u>Men of Athens</u> <u>Thistle and Thyme</u>	Madeline L'Engle Olivia Coolidge Sorche N. Leodhas	Farrar Houghton Mifflin Holt, Rinehart	11 up

APPENDIX K - THE CALDECOTT MEDAL BOOKS

The following list of books includes the award winners (upper case and listed first) and the runners-up for each year. The date on the left indicates the year in which the award was conferred. All books in each group were necessarily published the preceding year. If the illustrator's name is not cited, the author illustrated his own book. The Caldecott award is given to the illustrator, not to the author of these books. O. P. after a title indicates that it is currently out of print (1963).

	<u>Title</u>	<u>Author</u>	<u>Illustrator</u>	<u>Publisher</u>
1938	ANIMALS OF THE BIBLE, A PICTURE BOOK Text selected from the King James Bible by . . . Seven Simeons Four and Twenty Blackbirds - compiled by	Helen Dean Fish Boris Artzybasheff Helen Dean Fish	Dorothy O. Lathrop Robert Lawson	Stokes (Lippincott) Viking Stokes (Lippincott)
1939	MEI LI The Forest Pool Wee Gillis Snow White and the Seven Dwarfs, translated Barkis Andy and the Lion	Thomas Handforth Laura Adams Armer Munroe Leaf Wanda Gag Clare Turlay Newberry James Daugherty	Robert Lawson	Doubleday Longmans, Green O. P. Viking Coward-McCann Harper Viking
1940	ABRAHAM LINCOLN Cock-a-Doodle-Do Madeline The Ageless Story	Ingri and Edgar P. d'Aulaire Berta and Elmer Hader Ludwig Bemelmans Lauren Ford		Doubleday Macmillan Simon & Schuster Dodd, Mead O. P.
1941	THEY WERE STRONG AND GOOD April's Kittens	Robert Lawson Clare Turlay Newberry		Viking Harper
1942	MAKE WAY FOR DUCKLINGS An American ABC In My Mother's House Paddle-to-the-Sea Nothing at All	Robert McCloskey Maud and Miska Petersham Ann Nolan Clark Holling Clancy Holling Wanda Gag	Velino Herrera	Viking Macmillan Viking Houghton Mifflin Coward-McCann
1943	THE LITTLE HOUSE Dash and Dart Marshmallow	Virginia Lee Burton Mary and Conrad Buff Clare Turlay Newberry		Houghton Mifflin Viking Harper
1944	MANY MOONS Small Rain, text arranged from the Bible by Pierre Pidgeon Good-Luck Horse Mighty Hunter A Child's Good Night Book	James Thurber Jessie Orton Jones Lee Kingman Chih-Yi Chan Berta and Elmer Hader Margaret Wise Brown	Louis Slobodkin Eliz. Orton Jones Arnold Edwin Bare Plato Chan Jean Charlot	Harcourt, Brace Viking Houghton Mifflin O. P. Whittlesey O. P. Macmillan Wm. Scott

	<u>Title</u>	<u>Author</u>	<u>Illustrator</u>	<u>Publisher</u>
1945	PRAYER FOR A CHILD Mother Goose, compiled and illustrated by <u>In the Forest</u> <u>Yonie Wondernose</u> <u>The Christmas Anna Angel</u>	Rachel Field Tasha Tudor Marie Hall Ets Marguerite de Angeli Ruth Sawyer	Eliz. Orton Jones	Macmillan Oxford Viking Doubleday Viking
1946	THE ROOSTER CROWS <u>Little Lost Lamb</u> <u>Sing Mother Goose, music by</u> <u>My Mother Is the Most Beautiful Woman in</u> <u>the World</u> <u>You Can Write Chinese</u>	Maud and Miska Petersham Margaret Wise Brown Opal Wheeler Rebecca Reyher Kurt Wiese	Leonard Weisgard Marjorie Torrey Ruth C. Gannett	Macmillan Doubleday O. P. Dutton Lothrop Viking
1947	THE LITTLE ISLAND <u>Rain Drop Splash</u> <u>Boats on the River</u> <u>Timothy Turtle</u> <u>Pedro, Angel of Olvera Street</u> <u>Sing in Praise</u>	Golden MacDonald Alvin R. Tresselt Marjorie Black Al Graham Leo Politi Opal Wheeler	Leonard Weisgard Leonard Weisgard Jay Hyde Barnum Tony Palazzo Marjorie Torrey	Doubleday Lothrop Viking Robert Welch (Viking) Scribner Dutton
1948	WHITE SNOW, BRIGHT SNOW <u>Stone Soup, told and illustrated by</u> <u>McElligot's Pool</u> <u>Bambino, the Clown</u> <u>Roger and the Fox</u> <u>Song of Robin Hood, edited by</u>	Alvin Tresselt Marcia Brown Theodor S. Geisel (Dr. Seuss) George Schreiber Lavinia R. Davis Anne Malcolmson	Roger Duvoisin Hildegard Woodward Virginia Lee Burton	Lothrop Scribner Random House Viking Doubleday Houghton Mifflin
1949	THE BIG SNOW <u>Blueberries for Sal</u> <u>All Around the Town</u> <u>Juanita</u> <u>Fish in the Air</u>	Berta and Elmer Hader Robert McCloskey Phyllis McGinley Leo Politi Kurt Wiese	Helen Stone	Macmillan Viking Lippincott Scribner Viking
1950	SONG OF THE SWALLOWS <u>America's Ethan Allen</u> <u>The Wild Birthday Cake</u> <u>Happy Days</u> <u>Henry. Fisherman</u> <u>Bartholomew and the Oobleck</u>	Leo Politi Stewart Hollbook Lavinia R. Davis Ruth Krauss Marcia Brown Theodor S. Geisel (Dr. Seuss)	Lynd Ward Hildegard Woodward Marc Simont	Scribner Houghton Mifflin Doubleday Harper Scribner Random House

APPENDIX K - THE CALDECOTT MEDAL BOOKS

	<u>Title</u>	<u>Author</u>	<u>Illustrator</u>	<u>Publisher</u>
1951	THE EGG TREE <u>Dick Whittington and His Cat</u> - told by <u>The Two Reds</u> <u>If I Ran the Zoo</u> <u>T-Bone, the Baby-Sitter</u> <u>The Most Wonderful Doll in the World</u>	Katherine Milhous Marcia Brown William (Lipkind) Theodor Geisel (Dr. Seuss) Clare Turlay Newberry Phyllis McGinley	Nicolas (Mordvinoff)	Scribner Scribner Harcourt, Brace Random House Harper Lippincott
1952	FINDERS KEEPERS <u>Mr. T. W. Anthony Woo</u> <u>Skipper John's Cook</u> <u>All Falling Down</u> <u>Bear Party</u> <u>Feather Mountain</u>	Will (Lipkind) Marie Hall Ets Marcia Brown Gene Zion William Pene du Bois Elizabeth Olds	Nicolas (Mordvinoff) Margaret B. Graham	Harcourt, Brace Viking Scribner Harper Viking O. P. Houghton Mifflin
1953	THE BIGGEST BEAR <u>Puss in Boots</u> told and illustrated by <u>One Morning in Maine</u> <u>Ape in a Cape</u> <u>The Storm Book</u> <u>Five Little Monkeys</u>	Lynd Ward Marcia Brown Robert McCloskey Fritz Eichenberg Charlotte Zolotow Juliet Kepes	 Margaret B. Graham	Houghton Mifflin Scribner Viking Harcourt, Brace Harper Houghton Mifflin
1954	MADELINE'S RESCUE <u>Journey Cake, Ho!</u> <u>When Will the World Be Mine?</u> <u>The Steadfast Tin Soldier</u> translated by <u>A Very Special House</u> <u>Green Eyes</u>	Ludwig Bemelmans Ruth Sawyer Miriam Schlein M. R. James Ruth Krauss Abe Birnbaum	Robert McCloskey Jean Charlot Marcia Brown Maurice Sendak	Viking Viking Wm. Scott O. P. Scribner Harper Capitol
1955	CINDERELLA <u>Book of Nursery and Mother Goose Rhymes</u> <u>Wheel on the Chimney</u>	Charles Perrault Margaret Wise Brown	Marcia Brown Marguerite de Angeli Tibor Gergely	Harper Doubleday Lippincott
1956	FROG WENT A-COURTIN' <u>Play with Me</u> <u>Crow Boy</u>	John Langstaff Marie Hall Ets Taro Yashima	Feodor Rojankovsky	Harcourt, Brace Viking Viking
1957	A TREE IS NICE <u>Mr. Penny's Race Horse</u> <u>I Is One</u> <u>Anatole</u> <u>Gillespie and the Guards</u> <u>Lion</u>	Janice May Udry Marie Hall Ets Tasha Tudor Eve Titus Benjamin Elkin William Pene du Bois	Marc Simont Paul Galdone James Daugherty	Harper Viking Oxford Whittlesey Viking Viking

APPENDIX K - THE CALDECOTT MEDAL BOOKS

	<u>Title</u>	<u>Author</u>	<u>Illustrator</u>	<u>Publisher</u>
1958	TIME OF WONDER <u>Fly High, Fly Low</u> <u>Anatole and the Cat</u>	Robert McCloskey Don Freeman Eve Titus	Paul Galdone	Viking Viking Whittlesey
1959	CHANTICLEER AND THE FOX <u>The House that Jack Built</u> <u>What Do You Say, Dear?</u> <u>Umbrella</u>	(edited and illustrated) Antonio Frasconi Sesyle Joslin Taro Yashima	Barbara Cooney Maurice Sendak	Crowell Crowell Wm. Scott Viking
1960	NINE DAYS TO CHRISTMAS <u>Houses From the Sea</u> <u>Moon Jumpers</u>	Marie Hall Ets and Aurora Labastida Alice E. Goudey Janice May Udry	Adrienne Adams Maurice Sendak	Viking Scribner Harper
1961	BABOUSHKA AND THE THREE KINGS <u>Inch by Inch</u>	Ruth Robbins Leo Lionni	Nicolas Sidjakov	Parnassus Press Obolensky
1962	ONCE A MOUSE, a fable cut in wood by . . <u>The Day We Saw the Sun Come Up</u> <u>The Fox Went Out on a Chilly Night</u> <u>Little Bear's Visit</u>	Marcia Brown Alice E. Goudey Else Holmelund Minarik	Adrienne Adams Peter Spier Maurice Sendak	Scribner Scribner Doubleday Harper

APPENDIX L

BOOKS FOR READING ALOUD

Children should have the experience of hearing good literature read to them every day. This accustoms the ear to the usage of language, generates further interest in books, introduces every child to a knowledge of good literature which he might otherwise miss. Certain books are best enjoyed when read aloud by the teacher. This also affords a common experience which all children of the class share regardless of reading ability. Following is a suggested list of books for reading aloud by the teacher. It is to be hoped that each teacher will add his own favorites to the list.

<u>Title</u>	<u>Author</u>	<u>Illustrator</u>	<u>Publisher</u>	<u>Publication Date</u>
<u>MARY GRADES (K-3)</u>				
ASK MR. BEAR	Marjorie Flack		Macmillan	1932
AND TO THINK THAT I SAW IT ON MULBERRY STREET	Dr. Seuss		Vanguard	1937
AMIALE GIANT	L. Slobodkin		Macmillan	1955
ANDY AND THE LION	James Daugherty		Viking	1938
BEARS ON HEMLOCK MOUNTAIN	Alice Dalgliesh	H. Sewell	Scribner	1952
BIG BOOK OF ANIMAL STORIES	Margaret Green		Watts	1961
BIGGEST BEAR	Lynd Ward		Houghton	1952
CAMEL WHO TOOK A WALK	Jack Tworlov	R. Duvoisin	Dutton	1951
CAPS FOR SALE	Esphyr Slobodkina		Scott	1947
COURAGE OF SARAH NOBLE	Alice Dalgliesh	L. Weisgard	Scribner	1954
CROW BOY	Taro Yashima		Viking	1955
CURIOUS GEORGE	H. A. Rey		Houghton	1941
DOWN, DOWN THE MOUNTAIN	Ellis Credle		Nelson	1934
DUCHIESS BAKES A CAKE	Virginia Kahl		Scribner	1955
FIVE CHINESE BROTHERS	Claire Bishop	Kurt Wiese	Coward-McCann	1938
100 HATS OF BARTHOLOMEW CUBBINS	Dr. Seuss		Vanguard	1938
HAPPY LION	Louise Fatio	R. Duvoisin	Whittlesey	1954
HENRY HUGGINS	Beverly Cleary	Louis Cleary	Morrow	1950
HONK, THE MOOSE	Phil Stong	Kurt Wiese	Dodd	1935
JEANNE-MARIE COUNTS HER SHEEP	Francoise		Scribner	1951
JUST SO STORIES	Rudyard Kipling	J. M. Gleeson	Doubleday	1946

BOOKS FOR READING ALOUD

<u>Title</u>	<u>Author</u>	<u>Illustrator</u>	<u>Publisher</u>	<u>Publication Date</u>
HEY DIDDLE DIDDLE PICTURE BOOK	Randolph Caldecott		Warne	n. d.
LITTLE HOUSE IN THE BIG WOODS	Laura I. Wilder	Garth Williams	Harper	1953
LITTLE TOOT	Hardie Gramatky		Putnam	1939
MADELINE	Ludwig Bemelmans		Viking	1939
MAKE WAY FOR DUCKLINGS	Robert McCloskey		Viking	1941
MARY POPPINS	Pamela Travers	Mary Shepard	Harcourt	1934
MIKE MULLIGAN AND HIS STEAM SHOVEL	Virginia Burton		Houghton	1939
MR. POPPER'S PENGUINS	Richard Atwater	Robert Lawson	Little	1938
MILLIONS OF CATS	Wanda Gag		Coward-McCann	1928
MOY MOY	Leo Politi		Scribner	1960
PETER RABBIT	Beatrix Potter		Warne	1903
PETUNIA	Roger Duvoisin		Knopf	1950
RUNAWAY BUNNY	Margaret Wise Brown		Harper	1942
STORM BOOK	Charlotte Zolotow	Margaret Graham	Harper	1952
STORY OF BABAR	Jean de Brunhoff		Random	1933
THREE WISHES	Joseph Jacobs		Whittlesey	1961
WAIT FOR WILLIAM	Marjorie Flack		Houghton	1935
WALTER, THE LAZY MOUSE	Marjorie Flack		Hale (Cadmus)	1945
WEE GILLIS	Munroe Leaf	Robert Lawson	Viking	1938
<u>INTERMEDIATE GRADES (4-6)</u>				
ABRAHAM LINCOLN: FRIEND OF THE PEOPLE	Clara Judson		Follett	1960
AMOS FORTUNE: FREE MAN	Elizabeth Yates		Dutton	1950
BEN AND ME	Robert Lawson		Little	1939
BIG TREE	Conrad & Mary Buff		Viking	1950
BY SECRET RAILWAY	Enid Meadowcroft		Crowell	1948
CADDIE WOODLAWN	Carol Brink	Kate Seredy	Macmillan	1935

APPENDIX L

BOOKS FOR READING ALOUD

<u>Title</u>	<u>Author</u>	<u>Illustrator</u>	<u>Publisher</u>	<u>Publication Date</u>
CALL IT COURAGE	Armstrong Sperry		Macmillan	1941
CHARLOTTE'S WEB	E. B. White	Garth Williams	Harper	1952
DOOR IN THE WALL	Marguerite de Angeli		Doubleday	1949
ENORMOUS EGG	Oliver Butterworth	Louis Darling	Little	1956
GOOD MASTER	Kate Seredy		Viking	1935
HAT SHAKING DANCE AND OTHER TALES . .	Harold Courlander, Albert Prempeh	E. Arno	Harcourt	1957
HELLO, THE BOAT	Phyllis Crawford		Holt	1938
HOMER PRICE	Robert McCloskey		Viking	1943
JACK TALES	Richard Chase	B. Williams	Houghton	1943
JOHNNY TREMAIN	Esther Forbes	Lynd Ward	Houghton	1943
JUNGLE BOOK	R. Kipling	Kurt Wiese	Doubleday	1932
LITTLE JUGGLER	Barbara Cooney		Hasting	1961
MARY JANE	Dorothy Sterling	Ernest Crichlow	Doubleday	1959
MISTY OF CHINCOTEAGUE	Marguerite Henry	Wesley Dennis	Rand, McNally	1948
NKWALA	E. L. Sharp		Little	1958
ONION JOHN	Joseph Krungold		Crowell	1959
PECOS BILL AND LIGHTNING	Leigh Peck	K. Wiess	Houghton	1940
PIPPY LONGSTOCKING	Astrid Lindgren	L. Glanaman	Viking	1950
SIMBA OF THE WHITE MANE	Jocelyn Arundel	W. Dennis	Whittlesey	1958
TREASURE OF GREEN KNOWE	L. M. Boston	P. Boston	Harcourt	1958
TWENTY-ONE BALLOONS	William Pene DuBois		Viking	1947
VOYAGES OF DR. DOLITTLE	Hugh Lofting		Lippincott	1920
WHEEL ON THE SCHOOL	Meindert de Jong	Maurice Sendak	Harper	1954
WINNIE-THE-POOH	A. A. Milne	E. H. Shepard	Dutton	1926
THE YEARLING	Marjorie K. Rawlings	N. C. Wyeth	Scribner	1939

APPENDIX M

RECORDINGS OF STORIES AND POEMS APPROPRIATE TO THE ELEMENTARY GRADES

PRIMARY (Grades K-3)

ANDERSEN FAIRY TALES (12", 33-1/3)	Michael Redgrave reading <u>Emperor's Nightingale</u> , <u>Emperor's New Clothes</u> , <u>Staunch Tin Soldier</u> , <u>Tinder Box</u> .
BENJAMIN BUNNY (12", 33-1/3)	The Beatrix Potter story read by Vivian Leigh.
GRIMM'S FAIRY TALES (12", 33-1/3)	Joseph Schildkraut reads <u>Rumpelstiltskin</u> , <u>Briar Rose</u> , <u>Frog Prince</u> , <u>Rapunzel</u> , <u>Shoemaker and the Elves</u> , <u>Tom Thumb</u> .
MOTHER GOOSE (12", 33-1/3)	Cyril Ritchard, Celeste Holm and Boris Karloff reading these best-loved verses. Orchestral effects by Hershy Kay plus singing cast.
PICCOLI (12", 33-1/3)	A fairy tale by Philippe Halsman read by Siobhan Makenna.
SELFISH GIANT - Wilde (12", 78)	Because the selfish giant will not let children play in his garden, only Winter and Hail come there. One day the children steal in and Spring returns. Narrated by Frederic March.
UGLY DUCKLING (12", 33-1/3)	Boris Karloff reads tales by Hans Christian Andersen.

INTERMEDIATE (Grades 4-6)

ABRAHAM LINCOLN - SPEECHES AND LETTERS (12", 33-1/3)	Read by Carl Sandburg and Roy P. Basler. Most famous speeches and letters which explain Lincoln's duality of "steel and velvet."
ALICE IN WONDERLAND (12", 33-1/3)	Joan Greenwood as Alice, Stanley Holloway as the narrator and a cast of eight read the immortal Lewis Carroll story.
AMERICAN HERITAGE (10", 33-1/3)	Two single recordings of speeches and documents narrated by David Kurlan. Available in 2 separate records. Part I includes: <u>Patrick Henry</u> , <u>Declaration of Independence</u> , <u>Thomas Paine</u> , <u>Bill of Rights</u> , <u>Benjamin Franklin</u> , and <u>Washington's Farewell Address</u> . Part II includes: <u>Daniel Webster</u> , <u>John Brown</u> , <u>Edward Everett</u> at <u>Gettysburg</u> , and <u>Lincoln's Gettysburg Address</u> .
CARL SANDBURG (12", 33-1/3)	Poet reading his own poems. Inc: <u>Grass</u> , <u>The People Speak</u> , <u>Prejudice</u> , <u>Proverbs</u> , <u>Upstream</u> , <u>Father and Son</u> , plus 7 other selections.

APPENDIX M

RECORDINGS OF STORIES AND POEMS APPROPRIATE TO THE ELEMENTARY GRADES

- CARL SANDBURG POEMS FOR CHILDREN.
(12", 33-1/3)
Poet's melodious voice weaves spells as he reads such loved poems as Early Moon, Buffalo Dusk, Boxes and Bags, etc.
- CARNIVAL OF THE ANIMALS
(12", 33-1/3)
Kostelanetz and orch. with duo-pianists, Hambro and Zayde. Noel Coward narrating new verses of Ogden Nash.
- CHILD'S INTRODUCTION TO SHAKESPEARE.
(12", 33-1/3)
Maurice Evans in selections from Midsummer Night's Dream, As You Like It, Tempest, Twelfth Night, Romeo and Juliet, Macbeth, Julius Caesar, Hamlet.
- EDGAR ALLAN POE - Vol. I and Vol. II
(12", 33-1/3)
Spine-chilling stories narrated by Basil Rathbone with the magical range of expression that his voice commands. Vol. I includes The Raven, Annabel Lee, Eldorado, To..., Masque of the Red Death (complete), Black Cat (complete), City in the Sea. Vol. II includes Cask of Amontillado, Case of M. Valdemar, Pit and the Pendulum.
- FAMOUS POEMS THAT TELL GREAT STORIES
(12", 33-1/3)
Thirteen poems read by Johnson, Moss, Scourby, March and Moorehead. Inc: Gunga Din, Kipling; Annabel Lee, Poe; Paul Revere's Ride, Longfellow; Abou Ben Adhem, Hunt; etc.
- JUNGLE BOOK
(12", 33-1/3)
Exciting tales of Mowgli's adventures with the animals of the jungle.
Read by Boris Karloff.
- JUST SO STORIES - Vol. I and Vol. II
(12", 33-1/3)
Boris Karloff reads wonderful tales with his inimitable charm.
- LIVING LITERATURE SERIES
(10", 33-1/3)
Famous artists read. Carefully chosen background music gives each classic a new dimension. Set includes illustrated book. Includes the following: Complete Sonnets of William Shakespeare, Writings and Speeches of Abraham Lincoln, Best of Mark Twain, Trial of Socrates (Dialogues of Plato), Wizard of Oz (complete), The Psalms (complete) Famous Poems, Leaves of Grass.
- NONSENSE VERSE OF CARROLL AND LEAR
(12", 33-1/3)
Wonderfully amusing verses read by Beatrice Lillie, Cyril Ritchard, and Stanley Holloway in their inimitable style.
- PICKWICK PAPERS
(12", 33-1/3)
Boris Karloff and Sir Lewis Casson reading Dickens' classic. Includes Mr. Pickwick's Christmas, Goblins and the Sexton, etc.
- POET'S GOLD - Vol. I
(12", 33-1/3)
Helen Hayes, Raymond Massey, Thomas Mitchell in 21 readings, the majority of which are suitable to introduce the world of poetry to the middle grades.

APPENDIX M

RECORDINGS OF STORIES AND POEMS APPROPRIATE TO THE ELEMENTARY GRADES

POET'S GOLD - Vol. II (12", 33-1/3)	Helen Hayes, Raymond Massey and Thomas Mitchell in 15 classic readings. Most of the selections are excellent material for poetry appreciation.
RELUCTANT DRAGON (12", 33-1/3)	Kenneth Grahame's tale of a boy who befriends a dragon. Read by Boris Karloff.
RIP VAN WINKLE (12", 33-1/3)	Boris K��rloff at his eeriest best. Inc: <u>The Legend of Sleepy Hollow</u> .
ROBERT FROST READS HIS POETRY (12", 33-1/3)	<u>The Pasture</u> , <u>Birches</u> , <u>The Tuft of Flowers</u> , and <u>Choose Something Like a Star</u> are particularly good for elementary grades.
ROOTABAGA STORIES (12", 33-1/3)	Carl Sandburg reading his own enchanting children's stories.
STORIES OF MARK TWAIN (12", 33-1/3)	Brandon de Wilde and Walter Brennan read 2 episodes from <u>Huckleberry Finn</u> . Also <u>The Jumping Frog of Calaveras County</u> (complete).
WIND IN THE WILLOWS (12", 33-1/3)	Hume Cronyn and Jessica Tandy read the adventures of Toady, Rat, and Badger.
YOUNG ABE LINCOLN (12", 33-1/3)	Original cast album of the Little Golden Theatre production in New York.

APPENDIX N

BOOKS CONCERNED WITH ETHNIC AND RACIAL MINORITIES

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
ARAMINTA Araminta is a city child who visits on a farm and has many amusing adventures. She is a Negro, but she might be any child. A good book to highlight the similarity of people.	Eva K. Evans	Putnam	4-6
THE BARRED ROAD A story for older girls about the friendship between a Negro and a white girl and how it withstands the pressures of a not always understanding community.	Adele DeLeeuw	Macmillan	10-15
BIG LITTLE ISLAND A pleasant tale about an Italian boy's first year in America. Orphaned by the war, he comes to New York to live with his aunt, uncle and cousins. The main theme is the boy's inner struggle to forget his old home and find happiness in America. Interwoven are his trips to the library, museum, and other places which help him find security and a sense of belonging on the "big little island" of Manhattan.	Valenti Angelo	Viking	9-12
BILL AND HIS NEIGHBORS The goings-on at Blossomville Junior High School when the students begin to study their own feelings of prejudice. Humorously told and well-illustrated, this story points a worthwhile moral: that the barriers which prevent teamwork and success can be removed through mutual understanding and effort.	Lois J. Fisher	Houghton Mifflin	10-13
BRIGHT APRIL The happy, normal life of a Brownie Scout in Germantown, Pennsylvania, is described in a story of good neighborliness and democracy.	Marguerite DeAngeli	Doubleday	9-12
CALL ME CHARLEY Charles, the only Negro child in a suburban community, faces problems and solves most of them. Followed by <u>Anchor Man</u>, the further adventures of Charley.	Jesse Jackson	Harper	13-16
A CAP FOR MARY ELLIS The adjustments of two girls who are the first Negroes in an all white nursing school.	Hope Newell	Harper	13-16

BOOKS CONCERNED WITH ETHNIC AND RACIAL MINORITIES

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
CAROL FROM THE COUNTRY When Carol's family moves to New York City, she finds it hard to get used to many strange things. More confusing than the noise and the closeness are the new kinds of companions she meets--children who represent a cross-section of the big city. How Carol finds happiness and friendship is told with a fine perception of the ways in which human problems may be solved.	Frieda Friedman	Morrow	9-12
CAROL'S SIDE OF THE STREET A bright, energetic Jewish girl, Carol Meyers, learns what anti-Semitism means when her family moves into a new neighborhood. A realistic picture of the problems faced by this family. The ways in which they work out their difficulties give youngsters helpful insights.	Lorraine Beim	Harcourt, Brace	9-13
CARVER'S GEORGE A sensitive interpretation of the Negro scientist for younger readers.	Florence Means	Mifflin	9-13
CHARIOT IN THE SKY The fervor of a people in the first days of their freedom pervades this beautifully written account of the founding of Fisk University.	Arna Bontemps	Winston	12 up
THE CHILD'S STORY OF THE NEGRO Simply written history for primary grades.	Jane Shackelford	Assoc. Publishers	8-11
CROW BOY This beautiful book tells of a small Japanese boy at a village school. Ignored by his classmates and considered strange, he wins admiration as they begin to understand him and his difficulties.	Taro Yashima	Viking	5-8
FAMOUS AMERICAN NEGROES A collection of simple biographies, from Phyllis Wheatley to Jackie Robinson, including such hard-to-find names as Ira Aldridge, Daniel Williams, and W. C. Handy.	Langston Hughes	Dodd, Mead	12-16

APPENDIX N

BOOKS CONCERNED WITH ETHNIC AND RACIAL MINORITIES

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
THE FIRST BOOK OF NEGROES An introductory survey of Negro history that is both informative and interesting.	Langston Hughes	Watts	9-12
FREEDOM RIVER: FLORIDA 1845 Time and place are captured in this well-written tale of three boys--a white boy, a Negro and a Seminole Indian--who find their separate freedoms.	Marjory Stoneman Douglas	Scribner	13-15
FUN FOR CHRIS A picture book which gives a reason for skin colors.	Blossom Randall	Albert Whitman	5-8
A GARDEN WE PLANTED TOGETHER This picture book shows how the United Nations works, using a group of children who wish to plant a flower garden as a symbol to explain cooperation. The story explains the planning stages, the groundwork, the planting, the making of rules, some of the dangers and setbacks, and the way in which success is eventually achieved through cooperative effort.	UN Dept. of Public Information		6-9
GREAT DAY IN THE MORNING Lilybelle chooses between two professions, teaching and nursing, but not until many exciting events have led to this choice.	Florence Means	Mifflin	14-16
THE GREAT TRADITION Four students of varied racial backgrounds spend a year at the University of Chicago. The House is a sequel.	Marjorie Allee	Mifflin	12-16
HAPPY HAS A NEW FRIEND Only the illustrations indicate racial differences in this simple story of friendship.	Inez Hogan	Dutton	5-8
HARD TO TACKLE A choice must be made by a high school halfback when racial prejudice threatens both his team and his town.	Gilbert Douglas	Crowell	13-15

APPENDIX N

BOOKS CONCERNED WITH ETHNIC AND RACIAL MINORITIES

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
A HERO BY MISTAKE A charming tale about a frightened Mexican Indian, who became a hero in spite of himself. The story and some unusually fine pictures by Jean Charlot catch the flavor and color of Mexican village life.	Anita Brenner	Scott	5-8
HIT AND RUN There are problems for both a "farm team" player and the first Negro in major league baseball, but both boys solve them naturally and adequately.	Duane Decker	Morrow	14-16
HOLD FAST TO YOUR DREAMS When racial barriers threaten the dancing career of Emmy Lou, she fights back until she wins her battle.	Catherine Blanton	Messner	12-16
INDIGO HILL A simple story of life in South Carolina.	Eleanor Lattimore	Morrow	12-15
IN MY MOTHER'S HOUSE Tewa Indian children from the Southwest helped the author make this book, which describes the way these Indian children see the world. Pleasant story, with flavor and color of American Indian folklore.	Ann Nolan Clark	Viking	6-9
IS IT HARD? IS IT EASY? A colorfully illustrated book which gives the pre-school child an idea of differences among people. Some things are hard, and some things are easy for different people. Some hard things become easy when people work together.	Mary McBurney Green	Scott	3-5
IT MIGHT BE YOU Eight short stories, each about a young person facing the difficulty of being a member of a minority not accepted by the majority group. The author states her point clearly in the introduction: "The people in this book lived at different times and in different lands. But the thing that happened to them is as real as this moment. You could one day find it happening to you..."	Ruth Adams Knight	Doubleday	12-16

APPENDIX N
BOOKS CONCERNED WITH ETHNIC AND RACIAL MINORITIES

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Recommended for Ages</u>
THE JANITOR'S GIRL Experiences of a girl whose father takes a job as the super- intendent of a large New York apartment building. After a few tenants make thoughtless remarks about "the janitor's girl," the heroine is snubbed by a group of girls in the build- ing. The way she works out her problems, eventually find- ing both friends and fun, is the theme of this story. An in- telligent and realistic treatment of a sensitive subject--so- cial discrimination against persons from lower economic groups.	Frieda Friedman	Morrow	8-11
JULIE'S HERITAGE Julie's approach to white society is different from that of her other Negro friends as she learns to live without bitter- ness and reproach. Good characterizations in a junior novel.	Catherine Marshall	Longmans	13-16
KENNY Story of the adjustment of an American Negro boy to life in East Africa and his gradual understanding of a culture, dif- ferent even though it is part of his own racial heritage.	E. Harper Johnson	Holt	12-15
LADYCAKE FARM White and Negro neighbors enjoy and help each other in a warmhearted family story.	Mabel Hunt	Lippincott	10-13
LITTLE NAVAJO BLUEBIRD A little Indian girl finds many new problems in learning the ways of her white friends. This beautiful story, told in a style which suggests Indian speech, gives the young reader real understanding of the modern Indian's difficulties adjust- ing to a community away from his home.	Ann Nolan Clark	Viking	9-12
LITTLE VIC An exciting horse story with interesting intercultural over- tones, since the hero is a Negro boy.	Doris Gates	Viking	10-13
MELINDY'S MEDAL An excellent picture of a middle-class family in a housing development in Boston.	Georgene Faulkner and John Becker	Messner	9-12

APPENDIX N

BOOKS CONCERNED WITH ETHNIC AND RACIAL MINORITIES

Title	Author	Publisher	Recommended for Ages
MY DOG RINTY A boy almost loses his dog, but a kind editor and a lady solve the problem. Excellent photographs by Alexander and Alexandra Alland show life in an urban Negro community.	Tarry, Ellen and Marie Hall Ets	Viking	9-12
MY FRIEND JOHNNY Johnny is quite an unusual fellow--he can jump better, eat more, climb higher, shout louder than anyone. But despite Johnny's virtues, his friend finds it hard to "make up." A good book to demonstrate an elementary lesson in human relationships.	Vana Earle	Lothrop, Lee and Shepard	5-7
NEW FRIENDS FOR SUSAN A little Japanese-American girl goes to school in Berkeley, California. She makes friends easily and is happy to share her kimonos and her Doll Festival with her classmates. When her cousin arrives from Japan and visits school with her, they demonstrate together how children find the way to bridge even the most diverse cultures.	Yoshiko Uchida	Scribner	8-12
NORTH STAR SHINING Story of the American Negro in verse. Stirring and inspiring, with beautiful full-page lithographs by Lynd Ward.	Hildegarde Swift	Morrow	11 up
PATCH Tony and Joe Hall live on a farm where their best friend and neighbor is Sarah Miller. The illustrations show that the Halls are white and the Millers are Negroes.	Mary Elting	Doubleday	9-12
PICTORIAL HISTORY OF THE NEGRO IN AMERICA. . . Concise text and illustrations from prints, engravings, wood cuts and photographs cover the 350-year history of the American Negro.	Hughes and Meltzer	Crown	12 up
RONNIE'S WISH A small Negro boy has interesting adventures in the Children's Zoo.	Jeanette Perkins Brown	Friendship Press	5-8
SAL FISHER, BROWNIE SCOUT All groups are included in Brownie Troop No. 12, naturally and without frequent mention of race or color.	Lillian S. Gardner	Watts	7-11

APPENDIX N

BOOKS CONCERNED WITH ETHNIC AND RACIAL MINORITIES

Title	Author	Publisher	Recommended for Ages
SHUTTERED WINDOWS A young girl, educated in the North, goes to live on a primitive island off the coast of South Carolina and confronts problems formerly unknown to her.	Florence Means	Mifflin	13-15
SONS OF MERCURY Track and field adventures of Coach Rock Taylor and his boys--both white and Negro. This book is one of a series: <u>Cager's Challenge</u> , <u>Ace Pitcher</u> , and <u>Rock Taylor, Football Coach</u> .	John Gartner	Dodd, Mead	13-16
STARLIGHT A horse story that also tells of the close friendship between two girls, one of whom is a Negro.	Regina Woody	Morrow	9-12
SWIMMING HOLE A small picture book that humorously ridicules "color prejudice" in such a way that the youngest child can understand its point.	Jerrold Beim	Morrow	7-11
THE TALL ONE A Negro boy shows his friend, who is abnormally tall, how to combat prejudice and unhappiness.	Gene Olson	Dodd, Mead	13-16
TOBE The life of a six-year-old boy on a farm in North Carolina.	Stella Gentry Sharpe	Univ. of N. Carolina Press	5-9
TOURNEY TEAM Basketball provides the setting for good intercultural relationships and sportsmanship.	C. H. Frick	Harcourt, Brace	11-15
TWO IS A TEAM A story of the spontaneous friendship and cooperation of two little boys who live in the same neighborhood. Race is not mentioned in the text but is shown in the illustrations by the Negro artist, Ernest Crichlow.	Lorraine and Jerrold Beim	Harcourt, Brace	6-10

APPENDIX O

LIBRARY SKILLS BY GRADE

I. KINDERGARTEN

- A. Orientation and care of books
 - 1. Library citizenship
 - 2. Care of books
 - 3. Enjoyment of reading
 - 4. Location of materials
- B. Parts of a book
 - 1. Illustrations
 - 2. Cover and spine
 - 3. Pages

III. SECOND GRADE

- A. Orientation and care of books
 - 1. Library citizenship
 - 2. Care of books
 - 3. Enjoyment of reading
 - 4. Location of materials
 - 5. Circulation procedures
- B. Parts of a book
 - 1. Illustrations
 - 2. Cover and spine
 - 3. Pages
 - 4. Title page
 - 5. Table of contents
- C. Card Catalog
 - 1. Alphabetical order
 - 2. Subjects
- D. Dictionaries
 - 1. Use of classroom dictionaries
 - 2. Alphabetical order
- E. Encyclopedias
 - 1. Alphabetical order
 - 2. Location

II. FIRST GRADE

- A. Orientation and care of books
 - 1. Library citizenship
 - 2. Care of books
 - 3. Enjoyment of reading
 - 4. Location of materials
 - 5. Circulation procedures (might vary)
- B. Parts of a book
 - 1. Illustrations
 - 2. Cover and spine
 - 3. Pages
 - 4. Title page
 - 5. Table of contents
- C. Dictionaries
 - 1. Use of classroom dictionaries (picture)
 - 2. Alphabetical order

APPENDIX O

LIBRARY SKILLS BY GRADE

IV. THIRD GRADE

A. Orientation and care of books

1. Library citizenship (review)
2. Care of library books (review)
3. Enjoyment of reading
4. Location of materials
5. Circulation procedures

B. Parts of a book

1. Illustrations
2. Cover and spine
3. Pages (includes title page)
4. Table of contents
5. Index (?)

C. Classification and arrangement

1. Fiction and non-fiction
2. Shelf labels and arrangements

D. Card Catalog

1. Alphabetical order
2. Subjects

E. Dictionaries

1. Location
2. Use of dictionaries
3. Alphabetical arrangement

F. Encyclopedias

1. Alphabetical order
2. Location

G. Magazines

1. Location
2. Care in handling
3. Circulation
4. Scope, important departments

V. FOURTH GRADE

A. Orientation and care of books

1. Library citizenship (review)
2. Care of books (review)
3. Enjoyment of reading (review)
4. Location of materials
5. Circulation procedures (review)

B. Parts of a book

1. Illustrations (review)
2. Cover and spine (review)
3. Pages (review)
4. Table of contents (review)
5. Preface
6. Copyright
7. Introduction
8. Bibliography
9. Appendix
10. Glossary
11. Index

C. Classification and arrangement

1. Fiction and non-fiction
2. Shelf labels and arrangement
3. Dewey Decimal System

D. Card Catalog

1. Alphabetical order
2. Tray labels and guide cards
3. Catalog cards
4. Subjects
5. Relation of call number in locating books

E. Dictionaries

1. Location
2. Use of dictionaries (review)
3. Alphabetical order (review)
4. Guide words, tabs

APPENDIX O

LIBRARY SKILLS BY GRADE

FOURTH GRADE (continued)

F. Encyclopedias

1. Alphabetical order
2. Location
3. Index volumes
4. Cross references

G. Magazines

1. Location
2. Care in handling
3. Circulation
4. Scope, important documents
5. Source of current information

H. Special reference materials

1. Location and use (as needed)
2. Vertical File materials

VI. FIFTH GRADE

A. Orientation and care of books

1. Library citizenship (review)
2. Care of books (review)
3. Enjoyment of reading (review)
4. Location of materials (review)
5. Circulation procedures (review)

B. Parts of a book

1. Illustration (review)
2. Cover and spine (review)
3. Title page (review)
4. Table of contents (review)
5. Preface (review)
6. Copyright (review)
7. Introduction (review)
8. Bibliography (review)
9. Appendix (review)
10. Glossary (review)
11. Index (review)

C. Classification and arrangement

1. Fiction, non-fiction, biography
2. Shelf labels and arrangement
3. Dewey Decimal System

D. Card Catalog

1. Alphabetical order
2. Tray labels and guide cards
3. Catalog cards
4. Subjects
5. Relation of call number in locating books
6. Cross references
7. Contents of card

E. Dictionaries

1. Location
2. Types
3. Use of dictionaries
4. Guide words, tabs
5. Unabridged and abridged

F. Encyclopedias

1. Arrangement
2. Location
3. Types
4. Index volumes
5. Cross references
6. Comparisons

G. Magazines

1. Location
2. Care in handling
3. Circulation
4. Source of current information
5. Scope, important departments

H. Special reference materials

1. Location and use (as needed)
2. Vertical File materials

I. Miscellaneous

1. Authors and illustrators
2. History of books and libraries

APPENDIX O

LIBRARY SKILLS BY GRADE

VII. SIXTH GRADE

- | | |
|--|---|
| <p>A. Orientation and care of books (review)</p> <ol style="list-style-type: none"> 1. Library citizenship 2. Care of books 3. Enjoyment of reading 4. Location of materials 5. Circulation procedures <p>B. Parts of a book (review)</p> <ol style="list-style-type: none"> 1. Illustrations 2. Cover and spine 3. Title page 4. Table of contents 5. Preface 6. Copyright 7. Introduction 8. Bibliography (review and emphasis) 9. Appendix 10. Glossary 11. Index <p>C. Classification and arrangement (review)</p> <ol style="list-style-type: none"> 1. Fiction, non-fiction, biography 2. Shelf labels and arrangement 3. Dewey Decimal System (review & emphasis) <p>D. Card Catalog (review)</p> <ol style="list-style-type: none"> 1. Alphabetical order 2. Tray labels and guide cards 3. Catalog cards 4. Subjects 5. Relation of call number in locating books 6. Cross references (review and emphasis) 7. Contents of card (review and emphasis) | <p>E. Dictionaries (review)</p> <ol style="list-style-type: none"> 1. Location 2. Types 3. Use of dictionaries 4. Guide words, tabs 5. Unabridged and abridged 6. Appendix <p>F. Encyclopedias (review)</p> <ol style="list-style-type: none"> 1. Arrangement 2. Location 3. Types 4. Index volumes (review and emphasis) 5. Cross references (review and emphasis) 6. Comparisons (review and emphasis) <p>G. Magazines, newspapers</p> <ol style="list-style-type: none"> 1. Location 2. Care in handling 3. Circulation 4. Source of current information 5. Scope, departments 6. <u>Abridged Readers' Guide</u> <p>H. Special reference materials (as needed)</p> <ol style="list-style-type: none"> 1. Location and use 2. Vertical File materials <p>I. Miscellaneous</p> <ol style="list-style-type: none"> 1. Authors and illustrators 2. History of books and libraries |
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NOTE: As will be noted in the foregoing outline, the amount and complexity of library instruction should increase from grade to grade. Grade level for the introduction of various skills may vary in some groups.

APPENDIX P

LIST OF SUGGESTED MAGAZINES* FOR ELEMENTARY SCHOOL LIBRARIES

AMERICAN GIRL (Girl Scouts of America)
AMERICAN JUNIOR RED CROSS JOURNAL
AMERICAN JUNIOR RED CROSS NEWS
AMERICAN HERITAGE (and annual index)
BOYS' LIFE
CHILD LIFE
HIGHLIGHTS FOR CHILDREN
CHILDREN'S PLAYMATE
CURRENT BIOGRAPHY
JACK AND JILL
JUNIOR NATURAL HISTORY
JUNIOR SCHOLASTIC
LIFE
NATIONAL GEOGRAPHIC
NATURAL HISTORY (includes Nature)
NEWSWEEK
PLAYS
POPULAR MECHANICS
POPULAR SCIENCE
SCIENCE NEWS LETTER
WEE WISDOM

* Rated superior in 1962 by the Library Center of the Berkeley Unified School District.